

# Psychological Abstracts

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NUMBER 1

## EDITOR

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## GENERAL

1. **Anschütz, Georg.** *Psychologie: Grundlagen, Ergebnisse und Probleme der Forschung.* (Psychology: foundations, results and problems of research.) Hamburg: Richard Meiner, 1953. xv, 586 p.—This volume is a comprehensive treatment of modern psychology (both German and foreign), presenting foundations, research results, and current problems. Part I is devoted to a brief history, and a cursory discussion of methods. Part II, entitled "Major Results," deals primarily with sensation, perception, synesthesias (after Jaensch), memory, association, phantasy, feeling, emotion, temperament, reflexology, attention, thinking, and intelligence. "Special problems," such as types, character, personality, abnormal mental processes, consciousness, and the soul are considered in Part III. Bibliographies of predominantly German references.—(H. H. Strupp)

2. **Boley, Stefan.** *Drugi samopoznanie.* (Ways of self-knowing.) Kraków: Wiedza-Zawód-Kultura, 1946. 176 p.—Beginning with the explanations of aims and difficulties of self-knowing, the author discusses in relation to the central problem of this book such problems as the nature of physical, psychophysical and mental self; the knowledge of the physical organism; heredity, instincts and temperaments; some most important typologies; our interests, valuations, attitudes and abilities; our unconscious life; character, will and habits; our relation to other people and to ourselves; the role of self-knowledge in the choice of career, self-knowledge and our philosophical attitude. In the appendix the Polish translation of Bernreuter's "Personality Inventory" is given.—(M. Choynowski)

3. **Barrell, Joseph.** (Beloit Coll., Wis.) *A philosophical study of the human mind.* New York: Philosophical Library, 1954. xii, 575 p. \$6.00.—The point of view of the author is pragmatic, or utilitarian. He begins with the "fundamental negation that is implied in man's life. Man is not what he is, but what he is aroused to be." The analogical method is used in defining terms and presenting concepts. The study "simply rejects a depth-psychology in favor of a trait-psychology." "Dream interpretation, as a field of psychological research, is rejected," because it does not have a wide measure of objectivity. There is an eight-fold conception of personality. The author insists that the book "be regarded as an organization of its ideas."—(D. J. Wack)

4. **Ben-Shem, R'even.** *Psichologia. Propedeutika.* (Psychology. Propaedeutics.) Tel Aviv: Tverski Publishing House Ltd., 1953. 160 p.—A primary textbook intended for "higher-classes in secondary school and

teacher colleges." The importance of psychology as school subject is stressed, espec. for adolescents. Author's standpoint is eclectic, but he lays stress on W. Stern's and K. Lewin's theories. "Differences between schools and approaches of trends were stressed only when it was impossible to find any minimal common point." The order of chapters is rather traditional: Introduction (psychology and philosophy, theory of psyche and theory of mind, aims of psychology, its status and branches), sensation and consciousness, perceiving and emotion, remembering and willing, thinking and judging, man's personality, schools (psychoanalysis, gestalt psychology, individual psychology, behaviorism), glossary of names and terms.—(H. Ormian)

5. **Black, Max.** (Cornell U., Ithaca, N. Y.) *Problems of analysis: philosophical essays.* Ithaca, N. Y.: Cornell University Press, 1954. xi, 305 p. \$5.00.—Fourteen essays, of which seven are reprinted with changes from earlier publication, are grouped into four sections: Problems connected with language, Zeno's paradoxes, Induction, and Problems connected with logic.—(C. M. Louttit)

6. **Ekman, Gösta.** *Psykologi.* (Psychology.) Stockholm: Almqvist och Wiksell, 1953. 128 p.—In this elementary textbook for high schools first chapter is devoted to aims and methods, five chapters to sense organs, perception, memory, thought, emotion and conduct, one chapter to the differential, one to the social, and one to the applied psychology. Short bibliography.—(M. Choynowski)

7. **Eysenck, H. J.** *Uses and abuses of psychology.* London: Penguin Books, 1953. 318 p. 2s.6d.—The aim of this book is to show what modern psychology is and what it is not, and to explain to the intelligent layman the import of some important recent achievements for several domains of life. Part one is devoted to Intelligence Testing and discusses the problem of intelligence in the light of recent experimental findings and factor analysis, of predicting value of intelligence testing, and of the decline of national intelligence. Part two is devoted to various problems of vocational psychology, selection procedures, assessment of men, productivity of work, and the role of motivation. In part three such problems of abnormal behaviour as normality, the effects of psychotherapy, the conditioned reflex treatment of some abnormal phenomena, and the unscientific character of psychoanalysis are discussed. Part four contains the reviews of various questions connected with social attitudes, public opinion polls, psychology and politics.—(M. Choynowski)

8. **Fenichel, Otto.** *The collected papers of Otto Fenichel: a second series.* New York: Norton, 1954.

viii, 374 p. \$6.50.—This volume includes 27 papers published between 1936 and 1946 and continues the first series covering the period 1922 to 1936 (see 28: 5123). "These two volumes... together with his previous books, represent Otto Fenichel's life work, his contribution to psychoanalysis."—(C. M. Louttit)

9. **Freud, Sigmund.** *The case of Dora and other papers.* New York: W. W. Norton & Co., 1952. vi, 243 p. \$3.50.—9 essays are included here: "One of the difficulties of psycho-analysis," "Dora: an analysis of a case of hysteria," "Obsessive acts and religious practices," "The sexual enlightenment of children," "Civilized" sexual morality and modern nervousness," and "Contributions to the psychology of love: A special type of choice of object made by men; The most prevalent form of degradation in erotic life; and The taboo of virginity." Most of the material is taken from "Freud on war, sex and neurosis."—(A. J. Sprow)

10. **Fryer, Douglas H., Henry, Edwin R., & Sparks, Charles P.** *General psychology.* (4th ed.) New York: Barnes & Noble, 1954. xix, 300 p. \$1.50.—This 4th edition (see 25: 2712) has been considerably rewritten, brought up to date, and changes in chapter topics and arrangements have been made. The 18 chapters contain a review of the various areas commonly covered in current introductory texts. 159-item bibliography.—(D. T. Kenny)

11. **García de Onrubia, Luis F.** *Psicología Intencional.* (Intentional psychology.) *Monogr. Psicol.* Buenos Aires, 1953. No. 8, 73 p.—It presents a detailed study of the way in which the experimental psychology of Wundt and the empirical psychology of Brentano have evolved since the end of the last century. It gives an account of all the schools of psychology inspired by them that have since made their appearance. It closes with an exposition of the intentional psychology of Sartre who advocates that psychology establish its eidetic principles as a means of achieving the bases for positive experimentation.—(P. Roca)

12. **Harter, Konrad.** *Die Fischdressuren und ihre sinnesphysiologischen Grundlagen.* (The training of fishes and their sensory physiological foundations.) Berlin: Akademie-Verlag, 1953. 326 p.—This is a detailed and documented exposition of the most important results of contemporary research on the training of fishes. "By training experiments many psychological and sensory physiological problems have been solved... I believe, that one may rightly say that fishes are vertebrates which from the standpoint of psychology and physiology of senses are best known." The separate chapters are devoted to the nervous system and sensory organs of fishes, method and technique of training, spontaneous experiments, training experiments (with mechanical, thermal, chemical and optical stimuli, training on place and training on rhythm), and the psychology of training experiments. 9-page bibliography.—(M. Choynowski)

13. **Laucks, Irving F.** *A speculation in reality.* New York: Philosophical Library, 1953. 154 p. \$3.75.—A study of and attempt at connecting the outstand-

ing facts of physics, chemistry, biology and psychic phenomena. Undertakes to show how psychic phenomena can fit into a scheme of reality without appearing fantastic. Proposes that scientific research be utilized to find a logical and scientific explanation to psychic phenomena.—(S. B. Groy)

14. **Lavi, Z.** *L'metseva shel hapsihologia b'yamenu.* (Situation of psychology to-day.) *Ofakim*, 1953, 7, 2-5.—"The deep confusion and theoretical chaos of the bourgeoisie in social sciences did not omit the psychological science." Soviet psychology failed, because it drew back absolutely from Western psychology, first of all from psychoanalysis. A Marxist cannot forego psychoanalysis because of its importance for education and politics; on the other hand he cannot accept it totally. He has to gather its important findings, which are materialistic in their nature, especially some "deviations" from orthodox psychoanalysis (e.g. Fenichel, Fromm, etc.), in order to find the scientific foundation for a marxistic psychology.—(H. Ormian)

15. **Long, Marcus.** *The spirit of philosophy.* New York: W. W. Norton, Inc., 1953. viii, 306 p. \$4.00.—The author, with curiosity as an impetus, leads the reader from the facts of everyday life to the ultimate questions of the nature of the universe and human destiny. The main purpose of this book is to stimulate critical individual inquiry and to help develop caution in the acceptance of dogmatic statements.—(S. B. Groy)

16. **Mitscherlich, Alexander.** *Bemerkungen zur gesellschaftlichen Funktion psychologischen Wissens.* (Comments on the social function of psychological knowledge.) *Pysche, Heidel.*, 1954, 7, 641-647.—It is possible for psychological discoveries to be used in a way that is more dangerous to mankind than the atom bomb. The danger is that an understanding of man, nurtured in a humanist tradition, may be used by controlling powers to develop "well-adjusted" automata for an industrial society. At present, American psychology and depth psychology are becoming more materialistic and pragmatic while on the German side they are becoming more sensualistic, more philosophical, if not even more religious. Both extremes are, however, evasions of personal social responsibility on the part of the specialist.—(E. W. Eng)

17. **Naffin, Paul.** *Einführung in die Psychologie.* (Introduction to psychology.) (4th ed.) Stuttgart: Ernst Klett, 1953. 239 p. 7.80 DM.—This book is written for students, young teachers, parents and educators. Having explained shortly the division, methods and tasks of the psychology, the author devotes the first part of the book to the relation of mind and body, second to the most important basic functions of mental life, e.g., perceptions, thinking, emotions, will, attention, attitude, memory, etc., third to psychological schools and trends of research. Glossary; 107-item bibliography.—(M. Choynowski)

18. **Neumann, Erich.** *The origins and history of consciousness.* New York: Pantheon Books (Bollingen Foundation), 1954. xxiv, 493 p. \$5.00. (Bollingen

Series XLII.)—A translation by R. F. C. Hull of the 1949 German edition (see 24: 406).

19. **Novell-Smith, Patrick.** *Psycho-analysis and moral language.* *Rationalist Annu.*, 1954, 36-45.—"Psycho-analysis can no more be ethically neutral than doctors. For psycho-analysis is like medicine, not a science but a practical art; and practical arts always involve explicit or implicit value-judgments." Regarding the consequences which psychoanalysis has for the ordinary man's concepts of freedom and responsibility, we are faced with a choice between altering the connotation and altering the denotation of the word "free". The author chooses the former and says "The actions that have always been called free are still to be called free; only now, thanks to Freud, we know better in what our freedom consists."—(M. Choynowski)

20. **Overstreet, H. A.** *The great enterprise; relating ourselves to our world.* New York: W. W. Norton, 1952. 332 p. \$3.75.—The great enterprise we are now called upon to undertake is that of struggling up to a new plateau; a new practical and spiritual level on which we have to do our joint living. Hitherto, separateness and disunity of class, race, nation, religion, and the rest have been taken for granted as the expected way of life. The new plateau, the logic of life, calls for a heightened sense of unity and willing involvement in mankind. The business of the mature individual is to join up with the forces that create dynamic life-in-balance. The alternative to disaster is to make more freedom.—(L. R. Steiner)

21. **Piéron, Henri.** *Vingt ans de biotypologie.* (Twenty years of biotypology.) *Biotypologie*, 1952, 13, 1-5.—An address delivered on December 13, 1952, on the meeting celebrating the twentieth anniversary of the Société de Biotypologie in Paris, tracing the development and activity of this Society. 73 names of the collaborators of "Biotypologie" are appended.—(M. Choynowski)

22. **Reidemeister, Kurt.** *Die Unsachlichkeit der Existenzphilosophie: Vier kritische Aufsätze.* (The lack of objectivity in existential philosophy: four critical articles.) Berlin: Springer, 1954. 40 p. DM 4.80.—The first article deals with the origin of the theology of Bultmann. In the second article the relation of positivism to existential philosophy is discussed in terms of Kant's critique of experience. The third deals with the unity of thinking in philosophy and science. In the last article the author discusses the concept of mental speculation. The writer thinks it is one's logical duty to guard against a disabling fascination in the philosophy of existentialism.—(R. M. Frumkin)

23. **Ryle, Gilbert.** *Dilemmas.* New York: Cambridge University Press, 1954. 129 p. \$2.00.—The author discusses a number of problems about which we are likely to hold conflicting and irreconcilable views. Fatalism and determinism are treated in relation to accepted ideas of responsibility and freedom. The paradoxes of Zeno are resolved in such a way as to show the dilemma to be a false one. Other sections

treat such topics as the discrepancy between the everyday world and the world of science and the peculiar situation of science which bases its conclusions about the physical world upon perceptual data and then denies in its theory of perception that we can know the physical properties of things.—(P. E. Lichtenstein)

24. **Schunck, Richard L.** *The permanent revolution in science.* New York: Philosophical Library, 1954. xvi, 112 p. \$3.00.—"It is the thesis of the author that a common method has been emerging in the different sciences which recaptures the dynamism of teleology without the fallacy of local cause and which preserves the field theory of mechanism without asserting invariance of behavior of the element." The thesis is discussed in relation to physics, chemistry, biology, psychoanalysis, sociology, and ethics. In this last field, the work of Edgar Singer is considered the only successful attempt at a science of ethics. The final chapter reviews the activities of a group of Singer's students and others in developing an Institute of Experimental Method.—(C. M. Louttit)

25. **Wahl, Jean.** (U. Paris, France.) *Les philosophies de l'existence.* (Philosophies of existence.) Paris: Armand Colin, 1954. 181 p. 250 Fr.—A presentation of the principles of several philosophies of existence, including those of Kierkegaard, Heidegger, Jasper and others. The "existentialist" philosophies (for example Sartre) are differentiated and rejected from this survey. Some attention is given to concepts of "tension" and "anguish." "It is in the extremity of anguish that we realize our individuality and at the same time bring it into contact with the unknown."—(B. A. Maher)

26. **Werner, Lucien.** *A second survey of psychological opinion on ESP.* *J. Parapsychol.*, 1952, 16, 284-295.—Repeating a survey made in 1938, the author sent to 515 Fellows of the APA questionnaires concerning their attitudes toward ESP investigations. Of the 70% who replied, over 80% viewed ESP as either "a remote possibility," "an impossibility," or "merely an unknown." 89% considered ESP investigation a legitimate scientific undertaking; 78% thought it came within the province of academic psychology. Other questions dealt with the source of the respondents' opinions and with criticisms of research conduct and suggestions for improvement of methods. The answers to the 1952 questionnaire were compared with those of the 1938 survey and little change in psychological opinion was found to have occurred in the intervening 14 years.—(B. M. Humphrey)

27. **Woodworth, Robert S., & Schlosberg, Harold.** *Experimental psychology.* (Rev. ed.) New York: Holt, 1954. xi, 948 p. \$8.95.—This revision (see 12: 6188) is completely rewritten with major rearrangement of chapter order and contents. The bibliography of 2,480 titles is 40% larger than that in the 1st edition and is over 50% new. Certain material of historical interest has not been included but reference is made to the 1st edition. The 26 chapters include in order: introduction, reaction time, association, attention, emotion (3), psychophysics (2), cutaneous senses,



chemical senses, audition, vision (5), learning (8), and problem solving: thinking.—(C. M. Louttit)

#### THEORY & SYSTEMS

28. Alexander, H. G. Concerning a postulate of fitness. *Phil. phenomenol. Res.*, 1954, 14, 309-318.—Knowledge is intelligible only as a relation. There must, then, be a degree of difference and also a degree of affinity between knower and known. Any statement of such affinity is called a "postulate of fitness". Such a postulate is central in any philosophical system. Statements of fitness from several philosophical systems are described and criticized. Spanish summary.—(P. E. Lichtenstein)

29. Blique, J. Utilisation dans un C. O. P. de fiches statistiques perforées. (Use of punched cards in a C. O. P.) *BINOP*, 1953, 9, 143-149.

30. Broad, C. D. (Trinity Coll., Cambridge, Eng.) Berkeley's denial of material substance. *Phil. Rev.*, 1954, 63, 155-181.—The pro's and con's of George Berkeley's arguments against material substance are reviewed. In essence, all Berkeley wished to do was to indicate he did not hold with the existence of "matter" as substance that could exist independently of the mind. Broad seeks to interpret what Berkeley meant in the light of current semantics, modern psychological concepts of perception and apperception, and his own philosophical point of view.—(M. A. Seidenfeld)

31. de Forest, Izette. The leaven of love: a development of the psychoanalytic theory and technique of Sándor Ferenczi. New York: Harper & Bros., 1954. xv, 206 p. \$3.50.—The book starts with a brief sketch of Ferenczi's life and his relationship to Freud, and then develops Ferenczi's technique and theoretical outlook as exemplified in the practice of his student, de Forest. While essentially in agreement with Freud's principles, Ferenczi stresses greater activity on the part of the analyst, and believes that personal dedication, devotion, and love are necessary in mitigating the neurotic patient's suffering and in undoing the adverse effects of his early childhood experiences.—(H. H. Strupp)

32. George, F. H. Methods in psychology. *Sci. News*, 1953, No. 29, 44-59.—The author of this paper is concerned more with problems and methods of theory construction in psychology than with the exposition of methods used in research itself. He speaks about molar and molecular theories (Hull, Tolman, Hebb), about mathematical models in behavioral theory (London), about operationism, hypothetical constructs, general system theory (Bertalanffy) and dynamic systems (Krech), about psychophysics and the present status of introspection. "It is clear that we have to produce a race of scientific all-rounders" as well as the tethered specialist. To this end it is first important that each and every scientist, using, as he does, his own special techniques and theories, should realize in his own branch of work that his techniques are limited and his theories fragmentary; and that they will, at some stage, become integrable into more gen-

eral theory-constructions and scientific models."—(M. Choynowski)

33. Golan, Sh. Liv'ayot had'hafim hayitsriyim bapsihoanaliza. (On the problem of drives in psychoanalysis.) *Ofakim*, 1953, 7, 6-9.—An additional attempt to compromise between dialectic materialism and psychoanalysis. Freud's theories of "unchangeable human nature", universality of Oedipus complex, death instinct and his pessimistic view are not scientifically founded. On the other hand, the Soviet psychology neglects even the positive achievements of psychoanalysis, and to a certain extent the biological base of human behavior. The point is to see the biological substrate in its interaction with social changes; this is the way to connect Marxism and psychoanalysis.—(H. Ormian)

34. Hartnack, Justus. (Colgate U., Hamilton, N. Y.) Remarks about experience. *Analysis*, 1953, 13, 117-120.—The author distinguishes two distinct uses of the word "experience," an ordinary and a philosophic use, and discusses the question "What is it the scientist is describing when he describes our experiences and what is it that is private when it is asserted that our experiences are private?"—(M. Choynowski)

35. Howarth, Edgar. A critique of Hull's behavior systems. *Aust. J. Psychol.*, 1953, 5, 165-175.—Hull's behavior systems were criticized as to the inadequacy of their physiological assumptions in S-R terms. It was shown that there was considerable uncertainty in the system which the mathematical overelaboration did not serve to disguise. The crucial formulae, in Postulate 4 of the 1943 system and in Postulate 9 of the 1949 system, were examined in some detail and the latter was referred to as an 'apple pie' formula. It was generally stated that 'unless the physiological bases of behavioral phenomena are known, theorems... are merely formulated in vacuo.' " 24 references.—(P. E. Lichtenstein)

36. Kelle, Kurt. Das Bild des Menschen in der Psychiatrie. (The concept of man in psychiatry.) Stuttgart: Georg Thieme, 1954. 37 p. DM 2:50.—This public oration delivered by the new professor of psychiatry at the University of Munich November 25, 1953, strives to harmonize Kraepelin's organic and Jaspers' philosophic approach in a conception of man based on (1) biology, (2) psychology, (3) philosophy.—(C. T. Bever)

37. Meili, Richard. Gestaltprozess und psychische Organisation. (Gestalt process and mental organization.) *Schweiz. Z. Psychol. Anwend.*, 1954, 13, 54-71.—Aside from a few exceptions gestalt psychology has paid little attention to the after-effects of past experience. One must assume a system of traces as a basis in applying gestalt principles to mental organization, which is to be regarded as a highly differentiated dynamic system formed in the course of individual development and in conjunction with certain constitutional factors.—(K. F. Muenzinger)

38. Metzger, Wolfgang. Grundbegriffe der Gestaltpsychologie. (Fundamental concepts of gestalt psychology.) *Schweiz. Z. Psychol. Anwend.*, 1954, 13,



3-15.—Gestalt psychology is treated in four parts. In the first two, which contains a methodology and phenomenology, the views of von Ehrenfels, Wertheimer and Köhler are presented in contrast to that of Révész. A psychological gestalt is not described by its mode of origin nor by a special arrangement of the whole and its parts, but rather by the presence of gestalt properties which can be determined experimentally. The third part presents a dynamic point of view according to which a gestalt is a process or a stationary whole whose forms are determined not by rigid arrangements but by an equilibrium of forces. The fourth part contains a brief reference to a psychophysical isomorphism which promises to develop into a significant theory.—(K. F. Muenzinger)

39. Nuttin, Joseph. *Tâche réussite et échec; théorie de la conduite humaine.* (Successful and thwarted tasks; theory of human behavior.) Louvain, Belgium: Publications Universitaires de Louvain, 1953. x, 530 p. 330 fr.—The author proposes to examine the influence of good and poor results (success and failure) on the development of behavior. He points out that most previous studies have been on animals; his approach is entirely human. Part I, of 3 chapters, deals with the results on personality formation of the realization and memory of success and failure. Part II has 5 chapters, and discusses the consequences of good and poor results on learning, dealing with the law of effect, the influence of success on reinforcement of connections, and winds up with a theory of human behavior, with particular emphasis on motivational aspects.—(R. W. Husband)

40. Ponzo, Mario. (U. Rome, Italy.) *La persona y la psicología de la acción.* (The person and the psychology of action.) *Rev. Psicol. gen. apl., Madrid*, 1952, 7, 195-215.—Psychology must escape the dualistic conflict by recognition of the person as the starting point of psychological investigation. Study from this point of view must concern itself with the "internal actions" of the individual.—(G. B. Strother)

41. Precker, Joseph A. (Columbia U., New York.) *Toward a theoretical brain-model.* *J. Pers.*, 1954, 22, 310-325.—The author first considers four current points of view, three of which are neurophysiological in nature: Krech, dynamic systems; Hebb, phase-sequences; Wiener, cybernetics; and Coussy, tendency-in-situation (tinsit). Then a brain-model following mainly the theory of Hebb is constructed. It is finally concluded that, "No scientific endeavor can flourish without a workable theoretical framework, one always open to revision. Theoretical frameworks (say of a molar and molecular nature) need be at least complementary, not contradictory. Psychology will have taken long strides forward when its many partial theories have been related meaningfully in a 'unified field theory.'"—(M. O. Wilson)

42. Ravagnan, Luis M. *La unidad psicofísica.* (Psychophysical unity.) *Monogr. Psicol., Buenos Aires*, 1952, No. 7, 38 p.—The theme of this article is the psychophysical unity in terms of body and soul as proposed by Max Scheler. Body and soul are pres-

ent everywhere and the unity is intended to express and summarize this situation as an indissoluble totality. The psychological study of the human being cannot ignore either the soul or the body, for both form a unity "sui generis" that cannot be disintegrated into parts. 25 references.—(P. Roca)

43. Smith, Nicholas M., Jr., Walters, Stanley S., Brooks, Franklin C., & Blockwell, David H. (Johns Hopkins U., Baltimore, Md.) *The theory of value and the science of decision—a summary.* *J. Operat. Res. Soc. Amer.*, 1953, 1, 103-113.—Decision is based on probability and value, the product summed over all possible outcomes being expectation. The value equation and the fundamental theorem for its solution are given. Difficulty in assigning values to trapped states (irreversible outcomes) is discussed. The conflicts which arise may be resolved by suppression of one system; establishment of a super-value system (ethics); or establishing a system which includes the conflicting systems. The ult (value unit) is defined and exemplified. Examples of solutions of the value equation are given. Utilitarian (a priori) and casuistic (a posteriori) values are distinguished. The existence of an uncertainty principle in value theory is discussed.—(M. R. Marks)

44. Sonnemann, Ulrich. *Existence and therapy; an introduction to phenomenological psychology and existential analysis.* New York: Grune & Stratton, 1954. xi, 372 p. \$7.75.—The introduction to phenomenologically oriented existential analysis ("Daseinsanalyse"), "now in the foreground of psychological theory in Europe," is presented in terms of both personality theory and treatment method. The author considers philosophical roots stemming from Kierkegaard, Husserl, Jaspers, and Heidegger; the contributions of Binswanger, Boss, Minkowski, and Kuhn; relationships to Gestalt hypotheses, Sartre's existentialism, and psychoanalytic theories; the nature of awareness, being, and knowing; problems of personality evaluation and treatment; etc. "Existentialism... steers... toward a rediscovery of spontaneous man in his world." 145 references.—(H. P. David)

45. Stoff, Clement. *Death is no outsider.* *Psychoanalysis*, 1953, 2(2), 56-70.—Freud's postulation of the death instinct theory shattered the serenity of the analytic camp and has ever since had great difficulty of acceptance. The Eros-Thanatos theory is not incompatible with classic libido theory, but is rather a logical extension of it to account for additional facts. Ribble's work with infants is looked upon as supporting the death instinct theory, as is the work of others like Gesell and Erikson. The governing principle of the ego, the reality principle, is examined as a concession to Thanatos, on the one hand, and a strategic retreat from the libidinal pleasure principle, on the other. Staff maintains that the function of the mother in early infancy is to serve as a buffer between Thanatos and Eros to allow the latter to maintain its sway. 29 references.—(L. E. Abt)

46. Wobbe, M. (Bergson's view on the unconscious.) *Egypt J. Psychol.*, 1952-53, 8, 213-222.—

The unconscious according to Bergson is the relation between spirit and body as manifest in memory. It may be either memory acquired through repetition or pure memory which is instantly impressed on the mind. The conscious is in constant contact with reality while the unconscious is the past that comes into focus through momentary experience. The unconscious is what man puts into his mind rather than the result of primary instinctual drive as expounded by Freud. In Arabic.—(L. H. Melikian)

47. **Walsh, F. M. R.** *Thoughts upon the equation of mind with brain.* *Brain*, 1953, 76, 1-18.—The author expresses his belief that mind cannot be explained in terms of the concepts of physiology, physics or mathematics, and that the soul, as an immaterial, non-corporeal part of the human person cannot be interpreted in terms of nerve tests.—(P. J. Hutt)

48. **Werkmeister, W. H.** *Prolegomena to value theory.* *Phil. phenomenol. Res.*, 1954, 14, 239-308.—Directly felt values should provide the starting point for value theory. This descriptive analysis of experienced value utilizes Lewis's distinction between intrinsic, inherent, and instrumental values. The value experience, the object occasioning the value experience, and the conditions assuring the occurrence of the object are related schematically in a number of ways, thus revealing the complexity of actual experience. Spanish summary.—(P. E. Lichtenstein)

(See also abstract 647)

#### METHODS & APPARATUS

49. **Bacon, David.** (U. Missouri, Columbia.) *A reconsideration of the problem of introspection.* *Psychol. Bull.*, 1954, 51, 105-118.—It is suggested "... that introspection was dropped [as a method for investigating psychological phenomena] because the classical introspectionists had come to a point where they would have had to probe the unconscious to make any progress," and "... probing the unconscious generates anxiety and resistance." If introspection is turned into retrospection and if retrospective analysis uses the psychoanalytic method ("free" association pertinent, however, to the investigator's scientific rather than to his personal goals) and the classical introspectionist's objective (acquisition of knowledge), then this modified introspection may fill "... society's need for a psychology which is more appropriate to its problems." 20 references.—(R. Perloff)

50. **Beck, Lloyd Henry.** (Yale U., New Haven, Conn.) *The Barnes-Czerny apparatus for demonstrating quantal fluctuations in vision.* *Amer. J. Psychol.*, 1954, 67, 152-153.—"The purpose of this note is to call attention to the Barnes-Czerny apparatus which enables the student to see quantal fluctuations as a scintillating dot-field similar to the twinkling of stars at night when atmospheric turbulence is high."—(J. A. Stern)

51. **Campbell, Byron A.** (Yale U., New Haven, Conn.) *Design and reliability of a new activity-recording device.* *J. comp. physiol. Psychol.*, 1954, 47,

90-92.—A device consisting of a wire-mesh cage balanced on a central pivot is described and pictured. The pivot is on a platform which activates micro-switches as the weight of the animal shifts from place to place in the cage. Methods of determining reliability of activity devices are discussed and illustrated by data from the device described.—(L. I. O'Kelly)

52. **Champion, R. A.** *Principles of experimentation.* *Aust. J. Psychol.*, 1953, 5, 146-153.—"The principles of experimentation most intimately related to design methods and statistical inferences are those of control, error-estimation and generalization. Control may be exercised through constancy or variability, the latter form involving, in turn, either randomization (with replication) or ordered variability. Error, defined as any controlled variation in a dependent variable other than that caused by an independent variable, is estimated through replication and randomization and provides a basis for testing a null hypothesis. The possibilities of generalization from data depend upon the representativeness of the variables involved, achieved with sampling methods and factorial designs."—(P. E. Lichtenstein)

53. **Cohen, Josef.** (U. Illinois, Urbana.) *Multi-chromatic colorimeters.* *Illum. Engng.*, N. Y., 1954, 49, 50-58.—An instrument, designed and built by the author, is described. A bi-partite field is surrounded by a large spherical surround the illumination of which is independently controllable. Each half of the bi-partite field derives its illumination from a separate light source the light from which is diffracted by a grating and then integrated again by a spherical mirror. At the level of the spectral plane the spectral characteristics of each beam may be controlled by templates or filters. The instrument may be used for the study of color vision problems and it can also be modified to serve as a self-recording spectroradiometer.—(G. Westheimer)

54. **Cohen, Morris Raphael.** *Reason and nature; an essay on the meaning of scientific method.* (2nd ed.) Glencoe, Ill.: Free Press, 1953. xxiv, 470 p. \$6.00.—This second edition of a work long out of print "... does include all the detailed corrections which the author incorporated in his own copy of the volume during the sixteen years in which he had opportunity to reconsider the philosophical outlook that is sketched in this essay." (See 51:4648.)

55. **Dullenbach, Karl M.** (U. Texas, Austin.) *El laboratorio de psicología de la Universidad de Texas.* (The psychological laboratory of the University of Texas.) *Rev. Psicol. gen. apl.*, Madrid, 1953, 8, 77-90.—A detailed description of the new psychology building, Mezes Hall, at the University of Texas is given including plans of each floor and a picture of the building.—(G. B. Strother)

56. **Felblomen, James K.** *On the theory of induction.* *Phil. phenomenol. Res.*, 1954, 14, 332-342.—The author discusses certain aspects of logical induction and empirical probability. The success of science has been dominated by its tentative nature and its method of approximation. As we become more

tentative in our approach, life may become more tolerant and "the broad applications of induction and probability in this way come to their own." Spanish summary.—(P. E. Lichtenstein)

57. Good, Carter V. (U. Cincinnati, Ohio.), & Seates, Douglas E. *Methods of research: educational, psychological, sociological*. New York: Appleton-Century-Crofts, 1954. xx, 920 p. \$6.00.—Research methods in social science are discussed extensively from the formulation of the problem to the writing of a report. The sequence is shown by the 10 chapter topics: research as a way of progress; formulation of the problem; literature surveys; historical methods; descriptive method—general description, analysis, classification; survey and data-gathering procedures; questionnaire and interview; methods of observation, small groups, content analysis, and appraisal; experiment; case and clinical studies; genetic and growth studies; reporting research. Extensive chapter bibliographies.—(C. M. Louttit)

58. Goodeve, Charles. *Operational research as a science*. *J. Operat. Res. Soc. Amer.*, 1953, 1, 165-180.—Operational research uses the scientific method to study systems in operation. These may involve people and/or machines, or movement (transportation, communication). Often encountered problems involve the balancing of opposing forces; systems which are self-aggravating, i. e., occurrence of errors leads to more; fluctuating loads or limited capacities—the latter leading to queuing. In all cases the problem involves the optimization of some quantity within the limitations set by the problem. "The examples chosen should be sufficient to show that we have here a branch of science that can claim a wholeness in its own right."—(M. R. Marks)

59. Grant, David A. (U. Wisconsin, Madison.) *Information theory and the discrimination of sequences in stimulus events*. In Patton, R. A., *Current trends in information theory*, (see 29: 838), 18-46.—Three experiments involving acquisition of sequence discriminations are described briefly, and the use of the information theory mathematics in dealing with the data is explored. While recognizing the limitations, the author predicts extended use of information theory in psychology. "Stimuli are statistical in nature; so are responses; they are related—they form a communication system...." The mathematical theory of communication is a useful tool in studying this communication system.—(C. M. Louttit)

60. Jones, F. Nowell. (U. California, Los Angeles.) *An olfactometer permitting stimulus specification in molar terms*. *Amer. J. Psychol.*, 1954, 67, 147-151.—An olfactometer is described which provides stable and homogeneous experimental conditions in that stimulus concentration can be relatively rigorously controlled. The apparatus is described as being relatively simple, convenient, and inexpensive.—(J. A. Stern)

61. Lüscher, E., & Baud, Ch. (U. Basel, Switzerland.) *Die Sprechaudiometrie*. (Speech audiometry.) *Arch. Ohr. usw. Heilk.*, 1951, 157, 549-561.—Author

describes a simple apparatus for speech audiometry with electromagnetic registration of speech, using a method of sensory psychology. Its principal advantage is the uniform registration of the voice and the independence from a camera silhouette. The intensity of speech is registered in decibels as it is done in tone audiometry.—(P. L. Krieger)

62. Morse, Philip M. (M. I. T., Cambridge, Mass.) *Trends in operations research*. *J. Operat. Res. Soc. Amer.*, 1953, 1, 159-165.—The growing society has more than 500 members. "Operations research is the activity carried on by members of the Operations Research Society; its methods are those reported in our Journal." Recent development in search theory, game theory, and linear programming are finding industrial applications. Operations research has an active attitude toward operations—it seeks to vary them, while statistical analysis merely describes them. There is increasing use of computer equipment and analogue devices and even human gaming as tools. New workers are needed in the field but there are insufficient training resources.—(M. R. Marks)

63. Newhall, Sidney M. (Eastman Kodak Co., Rochester, N. Y.) *Comparability of the method of single stimuli and the method of paired comparisons*. *Amer. J. Psychol.*, 1954, 67, 96-103.—The method of paired comparison and single stimuli are compared in the evaluation of a series of color prints and color transparencies. The two methods produce highly correlated results. The method of single stimuli is preferred as being the more efficient method in making judgments where items do not require juxtaposition.—(J. A. Stern)

64. Pfaffmann, Carl (Brown U., Providence, R.I.), Young, P. T., Dethier, V. G., Richter, C. P., & Stellar, Elliot. *The preparation of solutions for research in chemoreception and food acceptance*. *J. comp. physiol. Psychol.*, 1954, 47, 93-96.—Recommendations for preparing solutions and for making explicit the methods by which solutions are prepared are stated.—(L. I. O'Kelly)

65. Reid, L. Sterling, & Slivinska, Alec J. (U. Virginia, Charlottesville.) *Rationale, experimental methodology, and exploratory investigation*. *USAF, WADC Tech. Rep.*, 1953, No. 53-310, iv, 29 p.—In the present report there is presented a variable analysis of complex task performance, and the results of an exploratory investigation involving the manipulation of certain of these variables. The results of this initial experiment were found to confirm several hypotheses and to afford the basis for a descriptive schema relating to the efficiency of complex task performance. The variable analysis and the exploratory study provide the framework for planning a further program of research on complex task performance.

66. Rohrer, J. H., & Hoffman, E. L. (Tulane U., New Orleans, La.) *An apparatus for studying the perception of light-movements*. *Amer. J. Psychol.*, 1954, 67, 143-146.—An apparatus designed to meet the following requirements is described: "(1) a light-source should be moved at a given constant speed



over a given distance; (2) the direction of movement should be readily variable; (3) the movement should be automatically repeatable, i.e. the light-source turned off, the lamp housing returned to its point of origin, and the movement begun again; (4) the timing controls should make it possible to turn on and off a stationary light-source while attendant cues produced by movement of the lamp-housing are provided." Schematic wiring diagram and photograph of apparatus are included.—(J. A. Stern)

67. Russell, W. M. S. (Oxford U., Eng.), Mead, A. P., & Hayes, J. S. A basis for the quantitative study of the structure of behaviour. *Behaviour*, 1954, 6, 153-205.—Behavioral units are defined and methodological specifications suggested for quantifying behavior. Variables are classified and sets of variables are defined. Operational factors are discussed. 58 references. German summary.—(L. L. O'Kelly)

68. Slater-Hammel, A. T. (Indiana U., Bloomington.) An inexpensive gravity reaction time device. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1954, 25, 218-221.—Description of an inexpensive reaction time device with detailed information on its construction.—(M. A. Seidenfeld)

69. Wyckoff, L. Benjamin, & Page, Horace A. (U. Wisconsin, Madison.) A grid for administering shock. *Amer. J. Psychol.*, 1954, 67, 154.—A grid on which animals cannot avoid being shocked by straddling appropriate bars is described. With this device an avoidance response is learnt appreciably faster than with a standard grid. Circuit for grid is included.—(J. A. Stern)

(See also abstract 726)

#### NEW TESTS

70. Brown, William F., & Holtzman, Wayne H. Brown-Holtzman Survey of Study Habits and Attitudes. College freshmen. 1 form. Untimed, (20) min. Question booklets (\$2.00 per 25); IBM answer sheets (\$1.85 per 50); manual, pp. 8, and keys (50¢); specimen set (60¢). New York: Psychological Corp., 1953.—(See *J. consult. Psychol.*, 1954, 18(2), 153-154.)

71. Canter, Ralph R., Jr. (U. California, Berkeley.) A rating-scoring method for free-response data. *J. appl. Psychol.*, 1953, 37, 455-457.—A rating-scoring technique for evaluating free response answers is described and illustrated. An experimental (trainee) group of 18 supervisors and a matched control group of 18 each gave free response answers to four human relations questions. The E group was trained, and then both groups answered the questions again. Four social scientist raters sorted the 72 responses to each question into a 7-category forced-normal distribution. The pre and post-test score for each respondent was the sum of the category numbers assigned by the four raters over the four questions. Validity of the device as a measure of training effectiveness was previously reported (see 25: 7152). Interrater reliability is reported here: the summated pretest score

reliability was .85; posttest score reliability was .88.—(P. Ash)

72. Curtis, James W. The Curtis Completion Form. Manual. Chicago, Ill.: Science Research Associates, 1953. 6 p.—The manual describes a sentence-completion personality-appraisal test. 50 items permit free association; 2 provide for semi-restricted responses. Designed primarily for industrial and educational needs, the test can likewise function as a screening device in clinical, diagnostic and counseling settings. Scoring is objective, but dependent on an understanding of projective techniques and personality dynamics. The standardization on 335 cases includes neurotics, psychotics, and normals representing students and all occupational levels. Administration, interpretation, reliability and validity are discussed.—(S. M. Dominic)

73. Davis, Allison, & Ellis, Kenneth. Davis-Ellis Games. 2 levels: Primary for grades 1 & 2, Elementary for grades 3-6. 1 form. Gr. 1 two 30 min. periods, Gr. 2 three 30 min. periods, Gr. 3-6 two 50-60 min. periods (Prim. \$3.70 for 35, Elem. \$4.25 for 35.) Manual 72 pp. (80¢). Specimen set 1 level (35¢). Yonkers-on-Hudson: World Book Company, 1953.—The test is intended as a measure of a pupil's mental capacity and "... the basic resources of reasoning, insight, problem organization, etc., that he possesses." Problems are drawn from the common experiences familiar to children in urban cultural groups. "All test items consist of pictures; accompanying verbal material is read to the pupils." Extensive information is given in the manual on the methods used in building and standardizing the test. Interviewing was used to check the clarity of the directions and the validity of the test items. Scores are given in terms of an IPISA (Index of Problem Solving Ability) which "is computed in the same way that many test makers compute an intelligence quotient."—(D. R. Krathwohl)

74. Dvorine, Israel. Dvorine Pseudo-Isochrome Plates. (2nd ed.) Book of 23 plates, with directions (\$12.00). Baltimore 17, Md. (2328 Eutaw Place): Author, 1953.—(See *J. consult. Psychol.*, 1954, 18(2), 154.)

75. Gordon, Leonard V. Gordon Personal Profile. High school, college, adult. 1 form. Untimed, (7-15) min. Question booklet (\$2.45 per 35), with manual, pp. 16, and key. Yonkers, N. Y.: World Book Co., 1953.—(See *J. consult. Psychol.*, 1954, 18(2), 154.)

76. Griffiths, Ruth. (St. George's Hosp., London, Eng.) The abilities of babies: a study in mental measurement. New York: McGraw-Hill, 1954. x, 229 p. \$6.50.—The book deals with the author's study of the mental development of several hundred babies, ranging in age from 2 weeks to 24 months. Based on her experience, she has constructed a Mental Development Scale covering the locomotor, personal-social, hearing and speech, eye and hand, and performance areas. Part I of the book covers the criteria used and the clinical implications of the new Scale. Part II discusses the standardization of the Scale, preliminary statistical findings, and diagnostic implications.



Part III concentrates on the method of administering the Scale. Case histories of babies at different ages are also included.—(H. Feifel)

77. Kuhlmann, F., & Anderson, Rose G. *Kuhlmann-Anderson Intelligence Tests*. (6th ed.) 9 levels, ages 5-adult. 1 form at each level. 20-30 (40-45) min. Test booklet, each level (\$2.40 per 25), with key, directions, pp. 151 (\$2.50); specimen set, 1 level (\$1.00). Princeton, N. J. (188 Nassau St.): Personnel Press, 1952.—(See *J. consult. Psychol.*, 1953, 17(4), 320.)

78. Michigan. Department of mental health. *Michigan picture test; the evaluation of emotional reactions of children eight to fourteen years of age*. Ages 8-14, set of 16 pictures (\$6), manual pp. viii, 108 (\$2), analysis sheet (\$1.60 per 20), rating scale for pupil adjustment (\$1.15 per 20) with manual pp. 4. Specimen set (\$9). Chicago: Science Research Associates, Inc., 1953.—S makes up a story for each of 12 cards. Four cards have alternates for boys and girls. Objective scoring methods were found valid for four cards. Scores are obtained such as verb tense, direction of forces, a tension index, and a combined maladjustment index. Norms ( $N = 20$  to 50) are given for three grade levels. The rating scale consists of 11 items such as impulsiveness and social maturity, each with a five point scale. A weighted score was developed. The scale is designed for evaluating the adjustment of children as shown in the classroom.—(D. R. Krathwohl)

#### STATISTICS

79. Anderson, Scavio B. (Naval Research Laboratory, Washington, D. C.) *Estimating grade reliability*. *J. appl. Psychol.*, 1953, 37, 461-464.—Horst's formula for estimating the reliability of means of unequal numbers of scores is compared with an intra-class correlation formula derived by Cureton. The two formulas gave the same numerical value for  $r$  for grade-point ratios based on three quarters' work, but gave different values for grade-point ratios based on one quarters' work. "Where reliability estimates of unequal numbers of ratings were to be made, we would generally tend to use Cureton's formula when we were interested in reliability for the prediction of population behavior from a sample of that population or prediction from one sample of a population to another sample of the population."—(P. Ash)

80. Anscombe, F. J. (Statistical Laboratory, Cambridge, Eng.) *Fixed-sample-size analysis of sequential observations*. *Biometrics*, 1954, 10, 89-100.—Sample size independent of the observations; sampling to reach a foregone conclusion; double sampling; and a confidence interval of preassigned width are discussed. Formulae, graphs, and illustrative examples are included.—(G. C. Carter)

81. Bondig, A. W. (U. Pittsburgh, Pa.) *Reliability and the number of rating-scale categories*. *J. appl. Psychol.*, 1954, 38, 38-40.—"Ss ( $N = 236$ ) rated 20 foods as to preference using rating scales con-

taining 2, 3, 5, 7, and 9 categories. Test reliability (summed ratings for each S) and rater reliability (summed ratings for each food) were computed for each scale. Test reliability was constant over the entire range of categories and was very similar to reliabilities found in another study. Rater reliability was constant from five to nine categories, but was slightly lower at two and slightly higher at three categories. It was concluded that test reliability is independent of the number of scale categories, and that rater reliability is relatively constant but warrants further research.—(P. Ash)

82. Blockwell, David (Howard U., Washington, D. C.), & Girshick, M. A. *Theory of games and statistical decisions*. New York: Wiley, 1954. xi, 355 p. \$7.50.—The first two chapters review games in normal form and values and optimal strategies in games. In the remaining ten chapters, statistical games, defined as a class of games with specialized strategy spaces and payoff functions, are treated in detail. The theory of games can be of value in statistical decisions if the situations are cast into the form of a two-person game between an intelligent player and an unknown state of nature. Theorems and proofs are developed. 186-item bibliography.—(C. M. Louttit)

83. Bohmert, Herbert G. *The logical structure of the utility concept*. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 221-230.—No concept can be regarded as clear unless the form of statement in which that concept is used to assert a simple, singular proposition is completely determined. Since the form of a singular sentence should not depend on the particular individual names appearing in it, it cannot be regarded as determined unless it is possible, when the individual constants in a sample singular sentence are replaced by variables, to specify the class over which each variable is to range.—(G. C. Carter)

84. Burt, Cyril. (U. London, Eng.) *Une étude expérimentale des méthodes factorielles*. (An experimental study of factorial methods.) *Biotypologie*, 1952, 13, 6-19.—The aim of this paper is not only to approve the investigations of Miss Weinberg (Weinberg and Danger. *Contrôle expérimentale des méthodes d'analyse factorielle*. *Biotypologie*, 1946), but also to show that the group factor method permits to disclose the initial saturations of factors in the experimental "fabricated" tables of correlation better than methods of Delaporte and Thurstone allow us to do it, and with much less work.—(M. Choinowski)

85. Bush, Robert R., Mosteller, Frederick, & Thompson, Gerald L. (Harvard U., Cambridge, Mass.) *A formal structure for multiple-choice situations*. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 99-126.—A mathematical system is described. In applying this system to the analysis of experimental data, a number of problems arise. First of all, one must set up identifications between elements of the mathematical system and observables in an experiment; the alternatives and outcomes in the model must be given empirical referents. Any rules for making

such identifications are outside the mathematical system but are crucial in making use of it.—(G. C. Carter)

86. Calvin, Lyle D. Doubly balanced incomplete block designs for experiments in which the treatment effects are correlated. *Biometrics*, 1954, 10, 61-88. —Experimenters are willing to acknowledge that there is a block size for most foods beyond which fatigue of the taster or judge causes the heterogeneity to be so great as to make any comparisons practically useless. As to just what the optimum block size is, no general answer can be given. It depends upon the foods being tested. It is small enough in many cases, however, to require some type of incomplete block design. An attempt is made to develop an analysis of the incomplete block designs which might prove useful when there is a lack of independence among scores of samples in the same block.—(G. C. Carter)

87. Cochran, William G. (Johns Hopkins U., Baltimore, Md.) The combination of estimates from different experiments. *Biometrics*, 1954, 10, 101-129. —Methods for combining a number of estimates  $x_i$  of some quantity  $\mu$  made in different experiments are discussed. For the  $i$ th estimate we have an unbiased estimate  $s_i^2$  of its variance, based on  $n_i$  degrees of freedom.—(G. C. Carter)

88. Coombs, Clyde H. (U. Michigan, Ann Arbor.) Social choice and strength of preference. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 69-86.—A problem of interest to the social scientist is to match the live mechanisms of particular groups with one or more of the various formal mechanisms in order to make explicit the value judgments that characterize certain operational procedures that may be used to arrive at a social utility. Illustrative examples are included.—(G. C. Carter)

89. Coombs, C. H., & Beardslee, David. (U. Michigan, Ann Arbor.) On decision-making under uncertainty. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 255-285.—A general system designed to organize the field of decision-making under uncertainty and to suggest experiments in that domain is presented. A number of experiments in the field of decision-making under uncertainty have been analyzed in terms of this theory.—(G. C. Carter)

90. Coombs, C. H., Raloff, H., & Thrall, R. M. (U. Michigan, Ann Arbor.) Some views on mathematical models and measurement theory. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 19-37.—One role of mathematical models is to provide a logical route to go from characteristics of the real world to predictions about it. The alternative route is by observation or experiment on the real world itself. The view expressed here is that these two routes are coordinate. The various scales used in measurement serve as an illustration of the application of mathematical models and are subject to the same constraints as other mathematical models.—(G. C. Carter)

91. Debreu, Gerard. Representation of a preference ordering by a numerical function. In Thrall,

R. M., et al., *Decision processes*, (see 29: 120), 159-165.—Conditions under which a complete order can be represented by a numerical function are given. The most common preference ordering in economics is that of bundles of  $n$  commodities, i. e., of points of an  $n$ -dimensional Euclidean space.—(G. C. Carter)

92. Densenberg, Victor H. (HumRRO, Ft. Knox, Ky.) Remark on "A qualification in the use of analysis of variance." *Psychol. Bull.*, 1954, 51, 169-171.—Although analysis of variance has been generally used in psychological research to test for the significance between means, another use is "...that of testing to see whether there is a significant linear or curvilinear regression between the independent and dependent variables." This latter test can be made by Fisher's method of orthogonal polynomials, an extension of conventional analysis of variance. Where there is a functional relationship between the independent and dependent variable, a condition considered by Webb and Lemmon (see 26: 5922), "...the over-all F test of treatment means is not the best test of this relationship" and the method of orthogonal polynomials is recommended for this situation.—(R. Perloff)

93. Edwards, Ward. (Johns Hopkins U., Baltimore, Md.) Methods for computing uncertainties. *Amer. J. Psychol.*, 1954, 67, 164-170.—A simplification in tabulation techniques for computing uncertainties in binary data, and a discussion of computation of uncertainties in certain kinds of non-binary data are presented.—(J. A. Stern)

94. Estes, W. K. (Indiana U., Bloomington.) Individual behavior in uncertain situations; an interpretation in terms of statistical association theory. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 127-137.—In a simple decision process the human subject tends to behave in accordance with the principles of associative learning and not, in general, in the most rational manner as "rational" is conventionally defined. In formulating theories of group decision processes it may be worth while to draw upon the principles of individual behavior revealed by experimental-theoretical research of the kind described rather than to depend upon common sense notions concerning characteristics of individual behavior.—(G. C. Carter)

95. Fisher, Ronald. The analysis of variance with various binomial transformations. *Biometrics*, 1954, 10, 130-139.—To choose one transformation rather than another on the supposition that the labour will be less, without regard to its conformity with theoretical considerations, seems to be a very mistaken policy, seeing that the estimates, which are always an intrinsic part of the analysis of variance, are in such cases estimates only of mathematical artifacts. The appropriateness of our choice is, however, open to confirmation by the  $\chi^2$  test. Discussion by M. S. Bartlett, F. J. Anscombe, W. G. Cochran, & Joseph Berkson, p. 140-151.—(G. C. Carter)

96. Flood, Merrill. (Columbia U., New York.) Environmental non-stationarity in a sequential de-

**cision-making experiment.** In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 287-299.—Data are rather meaningless, of course, except as they are interpreted with respect to some well-defined hypothesis. In this instance, the hypothesis is: Behavior is asymptotically pure or mixed according as subjects are or are not convinced of non-stationarity. As one way to begin testing this general notion, a comparison is made of the frequencies of later choices, in each response class, with the asymptotic frequencies that are predicted theoretically by the Estes-Bush formula for  $p_i$  in the mixed model.—(G. C. Carter)

97. **Flood, Merrill M.** (Columbia U., New York.) *On game-learning theory and some decision-making experiments.* In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 139-158.—It is shown how a player can learn during the course of a sequence of plays of a game, to improve his strategy. The fusion model developed by Bush and Mosteller to explain observed behavior of rats in experimental learning situations was used as the basis for both a theoretical and experimental investigation of the efficiency of this type of learning process in learning to play games.—(G. C. Carter)

98. **Freidman, Norman.** (Purdue U., Lafayette, Ind.) *The quartile difference method of item selection.* *J. appl. Psychol.*, 1953, **37**, 356-360.—An item selection method for use with categorical data, designed to reduce shrinkage in validity due to error variance as items are added to a selection battery, is outlined and demonstrated. Weights are established for each item and a chi-square is calculated (criterion categories vs. item categories). Using these weights, the items are scored for a hold-out group, and a battery is selected beginning with the item with the largest chi-square value. The subset is selected that gives, for the high criterion hold-out group, the maximum difference between the percents in the top and bottom quarters of the total hold-out group distribution.—(P. Ash)

99. **Goodman, Leo A.** (U. Chicago, Ill.) *Kolmogorov-Smirnov tests for psychological research.* *Psychol. Bull.*, 1954, **51**, 160-168.—The rationale and uses of the Kolmogorov-Smirnov statistic, which is becoming a standard non-parametric method, are explained intuitively. "A table... [is] presented which facilitates the use of the Kolmogorov-Smirnov statistic by research workers," and illustrative examples are provided in the course of the author's discussion of one- and two-sample tests under one- and two-sided tests, respectively. 16 references.—(R. Perloff)

100. **Goodman, Leo A.** (U. Chicago, Ill.) *On methods of amalgamation.* In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 39-48.—A general method of amalgamation is presented which includes as special cases (1) the Laplace criterion for the problem of statistical decision, (2) the method of majority rule when this rule leads to a social choice, (3) the "reasonable" social welfare function of A. H. Copeland, and (4) the Bayes solution to the statistical problem. This general method of amalgamation

may also be used in order to develop still other criteria which are special cases. 26 references.—(G. C. Carter)

101. **Gruenberger, Fred.** *Diagrams in punched card computing.* Madison, Wis.: University of Wisconsin Press, 1954. ix, 139 p. \$3.75.—The major portion of this book consists of wiring diagrams for IBM computers for a number of statistical problems grouped into 13 categories: machine testing and teaching aids, correlation, graphing, chi-square, square root, sign control, variance, salary tables, collator diagrams, CPC Model I all purpose setup, card programmed 604, factor analysis, and a section of 40 diagrams for miscellaneous operations. The preliminary text material discusses some operating problems; all of the material presupposes knowledge of the author's "Computing Manual."—(C. M. Louttit)

102. **Gulford, J. P.** (U. Southern California, Los Angeles.) *Psychometric methods.* (2nd ed.) New York: McGraw-Hill, 1954. ix, 597 p. \$8.50.—"In this edition [see 10: 6010] an attempt has been made toward further unifying steps in theory and in measurement and statistical operations. The introductory chapter attempts to base all psychological measurement on a general foundation of the logic of measurement. The second chapter lays the logical ground for psychophysical concepts and methods.... [Chapters are] devoted to the logical problems of psychological tests... [and to bringing] under a minimum number of principles a great many phenomena of human judgment.... [I]t was necessary to eliminate most of the statistical treatments given in the first edition...."—(A. J. Spross)

103. **Hausner, Melvin.** (Rand Corp., Santa Monica, Calif.) *Multidimensional utilities.* In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 167-180.—The von Neumann and Morgenstern theory of utility is generalized by omitting the Archimedean postulate. The work was done originally at the Rand Corporation in the summer of 1951 by N. Dalkey and R. M. Thrall. Refined methods were introduced by J. G. Wendel and the author in order to simplify the work and extend it to the infinite dimensional case.—(G. C. Carter)

104. **Hay, Edward N.** (Hay Associates, Philadelphia, Pa.) *A note on small samples.* *J. appl. Psychol.*, 1953, **37**, 445.—The objections to creating a "large sample" by combining the results of several intact small samples are briefly mentioned.—(P. Ash)

105. **Humphill, F. M.** *Suggested desk calculator operations for computing moments by the row.* *Biometrics*, 1954, **10**, 152-154.—The design presented promises less error and fatigue in extensive calculations of moments on desk calculators than the use of a separate table of powers to be manipulated by the computer. Elements of the design may suggest programming steps for calculating punches such as IBM 602A and perhaps other continuous or repetitive calculating processes.—(G. C. Carter)

106. **Hoffman, Paul J., Festinger, Leon, & Lawrence, Douglas R.** (Stanford U., Calif.) *Tendencies toward group comparability in competitive bargaining.*



- In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 231-253.—An experiment on competitive bargaining behavior in a group situation utilized 56 groups, each composed of two subjects and a paid-participant. The experiment was designed so that the three group members were competing among themselves for points, but the formation of a coalition between two of them was necessary in order for points to be earned. The group member receiving a large initial advantage in points received significantly fewer opportunities to form coalitions than did the other group members, and was required to pay a relatively higher price in order to do so.—(G. C. Carter)
107. Johnson, Palmer O., & Jackson, Robert W. B. *Introduction to statistical methods*. New York: Prentice Hall, 1953. xv, 357 p. \$5.00.—This is the elementary volume in a series of three graded texts. This text covering primarily descriptive statistics includes the origin and development of statistical methods, organization of data, graphical methods, percentile ranks, central tendency, variability, binomial and normal distributions, transformations of data and correlation. The arithmetic mode of presentation is followed throughout.—(D. R. Krathwohl)
108. Kuhn, H., & Morshell, A. W. (Rand Corp., Santa Monica, Calif.) *Methods of reducing sample size in Monte Carlo computations*. *J. Operat. Res. Soc. Amer.*, 1953, 1, 263-278.—"This paper deals with the problems of increasing the efficiency of Monte Carlo computations. The methods of doing so permit one to reduce the sample size required to produce estimates of a fixed level of accuracy or, alternatively, to increase the accuracy of estimates for a fixed cost of computation. Few theorems are known with regard to optimal sampling schemes, but several helpful ideas of very general applicability are available for use in designing Monte Carlo sampling schemes. Three of these ideas are discussed and illustrated in simple cases. These ideas are (1) correlation of samples, (2) importance sampling, and (3) statistical estimation."—(M. R. Marks)
109. Kollisch, G. K., Milnor, J. W., Nash, J. F., & Hering, E. D. (U. Minnesota, Minneapolis.) *Some experimental n-person games*. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 301-327.—A series of experiments designed to shed light on some of the concepts important in the theory of n-person games are discussed. Interest was mainly in games of cooperation, and, in particular, the steps which lead to an agreement to cooperate. Thus the mechanics of bargaining, negotiation, and coalition formation were important features of these games. Most of the experimental games were formally of the type considered by von-Neumann and Morgenstern.—(G. C. Carter)
110. Koza, J. A. *A note on Mr. Lofitte's statistical analysis of interview records*. *Aust. J. Psychol.*, 1953, 5, 95-96.—The author discusses some misunderstandings in the use of significance tests.—(P. E. Lichtenstein)
111. Konnay, J. F. (U. Wisconsin, Madison), & Koopman, E. S. *Mathematics of statistics*. (3rd ed.) New York: Van Nostrand, 1954. xiii, 346 p. \$5.00.—This third edition "represents a radical revision and extension of the text" from the first (1939) and second (1946) editions which reflects the current emphasis in statistics on statistical inference and its limitations. The first eight chapters deal with descriptive statistics, the next five with probability, significance, confidence levels, and hypothesis testing, with the last three chapters being devoted to an expanded treatment of time series, regression, and correlation. Tables are included to provide all those "necessary for the application of the common statistical tests."—(C. M. Lourtie)
112. Marschak, Jacob. (U. Chicago, Ill.) *Towards an economic theory of organization and information*. In Thrall R. M., et al., *Decision processes*, (see 29: 120), 187-220.—Economic theory and probabilities are discussed. The economic theory of a rational firm is extended into the domain of uncertainty, giving special regard to the character of a firm as a team. 21 references.—(G. C. Carter)
113. Milnor, John. (Princeton U., N. J.) *Games against nature*. In Thrall R. M., et al., *Decision processes*, (see 29: 120), 49-59.—A matrix is given in which a player must choose a row. A column will be chosen by "Nature", a fictitious player having no known objective and no known strategy. The payoff to the player given by the entry in that particular row and column. This entry should represent a numerical utility in the sense of von Neumann and Morgenstern. Several known criteria for playing such games can be characterized by simple axioms. An axiomatic procedure is used to criticize these criteria, and to study the possibilities for other criteria.—(G. C. Carter)
114. Ostle, Bernard. (Montana State Coll., Bozeman.) *Statistics in research: basic concepts and techniques for research workers*. Ames, Ia.: Iowa State College Press, 1954. xiv, 487 p. \$6.95.—This textbook is designed to provide "the principal statistical methods of use to workers in all areas of scientific research [and] to facilitate the teaching of the science of statistics." It presents "the techniques of modern statistics as statistical methods per se" with illustrations and problems from varied fields of application including psychology. The 15 chapters include discussion of statistics in research, random sampling distributions, chi-square, normal populations, regression analysis, correlation, analysis of variance and co-variance, experimental design. There are 15 statistical tables in the appendix.—(C. M. Lourtie)
115. Radner, Roy, & Marschak, Jacob. *Note on some proposed decision criteria*. In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 61-68.—Two currently advocated statistical decision procedures are applied to a simple problem and it is shown that they result in solutions that have certain undesirable properties. Each of the two procedures is a generalization or interpretation of the minimax principle. The problem consists of a game in which an individual observes and bets on the outcome of tosses



of a coin with constant but unknown probability of falling heads.—(G. C. Carter)

116. **Sekeda, James M., Cohen, Burton H., & Beall, Geoffrey.** (U. Connecticut, Storrs.) *Test of significance for a series of statistical tests.* *Psychol. Bull.*, 1954, **51**, 172-175.—Two graphs are provided for ascertaining the probability of obtaining  $n$  significant statistics from a larger number of  $N$  calculated statistics, for significance levels ( $p$ ) of .05 and .01 and  $N$ 's up to and including 100 and 500, respectively, where, for each of the 2 graphs ( $p = .05$  and  $p = .01$ ), "The chance probability of obtaining at least  $n$  out of  $N$  statistics can be read... for values between .001 and .50." The graphs are not adequate where (1) "... the level of significance one desires to adopt is not .05 or .01, but, for example, .10 or .001," and (2) "... exact probabilities are calculated for a number of significance tests and a sensitive test of over-all significance of the series is desired." Methods are suggested for handling these 2 situations. 15 references.—(R. Perloff)

117. **Savage, Leonard J.** (U. Chicago, Ill.) *The foundations of statistics.* New York: John Wiley & Sons, 1954. xv, 294 p. \$6.00.—Preliminary considerations on decision in the face of uncertainty; personal probability; critical comments on personal probability; utility; observation; partition problems; statistics proper; introduction to the minimax theory; a personalistic reinterpretation of the minimax theory; parallelism between the minimax theory and the theory of two-person games; mathematics of minimax problems; objections to the minimax rules; minimax theory applied to observations; point estimation; testing; and interval estimation and related topics are discussed.—(G. C. Carter)

118. **Thomas, L. H.** (IBM, New York.) *A comparison of stochastic and direct methods for the solution of some special problems.* *J. Operat. Res. Soc. Amer.*, 1953, **1**, 181-186.—"The amount of computing work required to reach a given precision by stochastic and various direct methods is estimated for certain special problems. These comprise the evaluation of the definite integrals of functions of various types over multi-dimensional domains, the solution of partial differential equations over various domains, and problems of multiple scattering. The conclusion is reached that, although stochastic methods may be useful for rough surveys, precise results will usually require much less work by direct methods.—(M. R. Marks)

119. **Thrall, Robert M.** (U. Michigan, Ann Arbor.) *Multidimensional utility theory.* In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 167-186.—Non-Archimedean utilities are perfectly satisfactory for game theory. The equivalence of game theory and linear programming guarantees that non-Archimedean utilities will be satisfactory also for linear programming problems.—(G. C. Carter)

120. **Thrall, R. M., Coombs, C. H., & Davis, R. L.** (Eds.) *Decision processes.* New York: John Wiley & Sons, Inc., 1954. viii, 332 p. \$5.00.—An eight week seminar on the Design of Experiments in Deci-

sion Processes was held in the summer of 1952 in Santa Monica, California. It was decided to publish a volume on the proceedings of the seminar allowing about a year for the completion of some of the research growing out of it. Also included are some additional papers which are closely related to the purposes of the seminar. Papers separately abstracted.—(G. C. Carter)

121. **Underwood, Benton J., Duncan, Carl P., Taylor, Janet A., & Cotton, John W.** (Northwestern U., Evanston, Ill.) *Elementary statistics.* New York: Appleton-Century-Crofts, 1954. ix, 239 p. \$3.25.—Why statistics; frequency distributions; graphic representation; percentiles; measures of central tendency; variability; the normal distribution curve; sampling error; significance or differences between means; correlation; statistics and the design of experiments; simple analysis of variance; and chi square are discussed.—(G. C. Carter)

122. **Veil, Stefan.** (U. Michigan, Ann Arbor.) *Alternative calculi of subjective probabilities.* In Thrall, R. M., et al., *Decision processes*, (see 29: 120), 87-98.—An ordinary bet, gambling without possibility of loss, and gambling without possibility of gain give rise to qualitatively different responses and contradict the hypothesis that choice is based on a simple psychological "product" of utility and the perception of probability. If the choice is between evils, the lesser loss is chosen regardless of the relative odds of the two evils. If the choice is between two positive prizes, the surer prize is chosen regardless of the magnitudes of the two prizes.—(G. C. Carter)

123. **Vincent, D. F.** (Nat'l. Inst. Indust. Psychol., London, Eng.) *The earliest formulae used in factor analysis.* *Amer. J. Psychol.*, 1954, **67**, 155-163.—In conclusion, the author reproduces the formula probably used in the first single-factor factorization ever to be made.—(J. A. Stern)

124. **Williams, J. D.** *The compleat strategist: being a primer on the theory of games of strategy.* New York: McGraw-Hill, 1954. xiii, 234 p. \$4.75.—The theory of games is described in verbal and arithmetical terms, i. e., the mathematical theory is implied but does not enter into the discussion. Fundamental concepts are given in chapter 1; the next three chapters explain and give everyday examples of two-strategy, three-strategy, and four-strategy and larger games. The final chapter explains a variety of concepts and techniques. The methods of solving games are illustrated in simple terms and each chapter has a number of exercises for the reader.—(C. M. Louttit)

125. **Witryol, Sam L.** (U. Connecticut, Storrs.) *Scaling procedures based on the method of paired comparisons.* *J. appl. Psychol.*, 1954, **38**, 31-37.—Thurstone's Case III and Case V, and Guilford's Short-Cut approaches to scaling paired-comparison data were experimentally compared. The stimuli were 10 teacher-approved and 10 teacher-disapproved behavior categories presented in paired-comparison form to 4 groups of school children. Each group contained a

sample of 80 Ss and represented a particular sex, experimental condition and an age-grade level in the range grades 6-12. The intercorrelation between the scale values obtained by the 3 methods were approximately unity for both sexes under both experimental conditions. "The results are interpreted as corroborative... investigations demonstrating the power of less complicated... approaches to scaling...." 33 references.—(P. Ash)

(See also abstract 840)

#### REFERENCE WORKS

126. Burch, George E. (Tulane U., Sch. Med., New Orleans, La.) *Of publishing scientific papers*. New York: Grune & Stratton, 1954. 40 p.—In this essay the author discusses the responsibilities of the scientist-author, editor, reader, research administrator, publisher and the lay press in the publication of research results.—(C. M. Louttit)

127. Dorsch, Friedrich, & Giese, Fritz. *Psychologisches Wörterbuch*. (4. Aufl.) (Psychological dictionary. (4th ed.)) Basel, Switzerland: Benno Schwabe, 1951. 296 p. Fr. 14.50.—A revised and enlarged edition by Dorsch of Giese's psychological dictionary. (See 9: 3068 and 26: 2526.)

128. Jaeger, Edmund C. *A source-book of medical terms*. Springfield, Ill.: Charles C. Thomas, 1953. xiii, 145 p. \$5.50.—Lists in alphabetical arrangement the word elements, combining forms, prefixes and suffixes from which modern medical terms have been coined to give: "(1) the origin and literal meanings of words both simple and compound; (2) their application in special cases; (3) their history; and (4) how they happen to be spelled as they are." Entries set in boxes contain facts of historical or other interest. There is a section on how words are formed, and the use of the source-book is explained.—(A. J. Sprow)

129. Jenkins, Frances Briggs. *Science reference sources; a selected list of titles for use in Library Science 412 of the University of Illinois Library School*. Champaign, Ill.: Illini Union Bookstore, 1954. 90 p. \$1.00. (Mimeo.)—Contains representative titles from bibliographic tools in science available on January 1, 1954. References to the general works in science are followed by a bibliography in each of 12 subject fields. The titles in psychology as for the other subjects have been arranged by type of material including guides to the literature, histories, dictionaries and encyclopedias, bibliography, indexes, abstracts, reviews and surveys, handbooks and manuals, biographies, and directories, etc.—(A. J. Sprow)

130. Larsen, Knud. *National bibliographic services: their creation and operation*. Paris: UNESCO (New York: Columbia University Press), 1953. x, 142 p. \$1.75.—This UNESCO Bibliographical Handbook discusses the values and purposes of a national bibliography, and describes the procedures in initiating and operating such a service.—(C. M. Louttit)

131. Mehta, H. P. (Ed.) *Journal of Vocational and Educational Guidance*. Bombay, India: Parsi Panchayet Vocational Guidance Bureau, 209, Dr. Dadabhai Naoroji Road, Fort. Vol. 1, No. 1, January 1954. Quarterly. Rs. 3/- per annum.—Contains original articles, notes and comments, abstracts, book reviews, and editorial content on the Indian vocational scene.

(See also abstracts 603, 1047)

#### ORGANIZATIONS

132. ———. *Hakinas ha'aral hashoni shel haaguda hayis'orit lipsihologia*. (The 2nd Annual Land Conference of the Israel Psychological Association.) *Habinub*, 1952/53, 25, 451-466.—A short organizational resume and abstracts of 18 lectures given during the Conference held in Tel Aviv in December 1952. The main divisions were: Thinking and intelligence, social psychology, military psychology, vocational guidance, testing. Special attention was given to the psychology of Oriental immigrants. Only original studies were reported.—(H. Ormian.)

133. ———. *The Maritime Psychological Association incorporated. Constitution*. (Revised 1953). *Bull. Marit. psychol. Ass.*, 1954, (Spring), 39-46.

134. Ford Foundation. *Annual report for 1953*. New York: Ford Foundation, 1954. 110 p.—In this report for the year ending December 31, 1953 the President, H. Rowan Garther, Jr. reviews the Foundation's activities during the year. Sections are devoted to the work of special programs including that in the behavioral sciences (p. 64-71). Financial reports and lists of fellowship recipients are included.—(C. M. Louttit)

135. Illinois Psychological Association. *Directory 1953-55*. Chicago: Illinois Psychological Association (3329 South Federal St.), 1954. 91 p. \$1.50.—Lists of members of IPA and of Chicago Psychological Club, of ABEPP diplomates and APA Fellows also in IPA, and of psychological service agencies in Illinois.—(C. M. Louttit)

136. Society for Projective Techniques and Rorschach Institute, Inc. *List of members and fellows of the... as of March 1, 1954*. *J. proj. Tech.*, 1954, 18, 123-148.—Alphabetical and geographical lists.

137. Veronin, L. G. V. "stolitsa uslovnykh reflektov." (In the "capital of conditioned reflexes.") *Priroda*, 1952, 41 (1), 63-71.—This article describes the history of Koltushi, famous biological station established by Pavlov in 1926, and the present work in progress. To the subjects studied belong heredity and interaction of inborn and acquired factors in the physiology of higher nervous activity, the functions of the organism depending on the type of nervous system (Troshikhin), the influence of the maternal organism on the characteristics of the posterity (Baryshnikov), the role of conditioned reflexes in the behavior of insects (Lobashov), the biochemistry of brain (Kreps), relations between the cortex and internal organs

(Bykov), interoceptive conditioned reflexes (Alrape-tians), experimental pharmacology (Tsobkalo), ecological physiology (Slonim), etc. Portrait of Pavlov in colours.—(M. Choynowski)

(See also abstract 1666)

#### HISTORY & BIOGRAPHY

138. ———. **Walter Bradford Cannon. 1871-1945.** *Psychosom. Med.*, 1953, 15, 372.—Portrait.
139. **Agóstsson, Simon Jóh.** *Minneord om professor August H. Bjarnason.* (In memory of Professor A. H. Bjarnason.) *Nord. Psykol.*, 1954, 6, 33-35.—Obituary, with a review of Professor Bjarnason's contributions and his great influence upon the present status of Icelandic psychology. Portrait.—(B. Karlén)
140. **Ahlberg, Alf.** *Psykologiens historia. II. Från Spinoza till Bergson.* (History of psychology. II. From Spinoza to Bergson.) Stockholm: Natur och Kultur, 1951. 133 p. 4.50 Sw. kr.—First part of this popular history of psychology (From antiquity to Descartes) was published in 1935. Separate chapters of this second part deal successively with rational psychology (Spinoza and Leibnitz), English empiricism and associationism, psychological theories in the French and German philosophy of the Enlightenment, pioneers of scientific psychology in Germany (Herbart, Lotze and Fechner), brain anatomy and the development of the physiology of senses, hypnotism and psychopathology, the influence of the theory of evolution on psychology, animal psychology, child psychology and psychology of peoples. The volume is illustrated with several portraits.—(M. Choynowski)
141. **Bolint, Michael.** *Analytische Ausbildung und Lehranalyse.* (Analytic education and training analysis.) *Psyche, Heidelberg*, 1954, 7, 689-699.—Review of the concept and requirements of the training analysis from early Freud to the present. Four historical periods are described: (1) the period of "instruction when knowledge was derived from Freud's writings; (2) the period of "demonstration" when experience was gained from an analysis of several weeks or months; (3) the period of "actual analysis" urged by Ferenczi for more adequate analytic work; (4) the period of "investigation" or "full analysis" which usually continues beyond the minimum period of four years. The discovery of the preoedipal period, and realization of problems involved in the interpretation of negative transference in the training analysis are associated with the shift to the fourth and present period.—(E. W. Eng)
142. **Dąbka, Józef.** *Władysław Witwicki (1878-1948).* *Przegl. filozof.*, 1949, 45, 262-268.—A remembrance consecrated to the memory of Władysław Witwicki, professor of general psychology at Warsaw University, eminent scholar, thinker, artist and teacher, translator and illustrator of 18 dialogues of Platon, who died aged 71. Portrait. English summary.—(M. Choynowski)
143. **Ekman, Gösta, et al.** *David Katz 1884-1953.* *Nord. Psykol.* 1953, 5, 1-8.—Obituary.
144. **Gimbel, Barbara E.** *Freud's theory of mind and meaning.* *Dissertation Abstr.*, 1954, 14, 687-688.—Abstract of Ph. D. thesis, 1949, Bryn Mawr Coll.
145. **Gold, H. R.** *T'rumet hay'hudim l'fituch hapatologia har'fuit.* (Jewish contributions to the development of medical psychology.) *Harofe Haivri*, 1951, 24, 94-105.—On the background of Jewish faith and history, the interest of Jews in psychology is explained. The beginning of psychological and psychoanalytical principles is to be found in the Bible, especially in the Psalter. The line of development leads through Philon, the Talmud, Middle Ages thinkers (espec. the philosopher and physician Maimonides), Spinoza and thinkers in the Enlightenment period. The contributions of Jewish psychologists in modern times to various psychological schools are stressed, and based on names as Lazarus, Lombroso, the great Gestaltists, psychoanalysts, and clinical psychologists of Jewish origin.—(H. Ormian)
146. **Gosselin, Raymond.** *Herbert A. Wiggers 1907-1953.* *J. Amer. Psychoanal. Ass.*, 1954, 2, 380-381.—Obituary.
147. **Ivanov-Smolenskif, A. G.** *Uchenie o vysshel' nervnoi deiatel'nosti za poslednie tridtsat' let.* (Theory on higher nervous activity for the last 35 years.) *Zh. vyssh. nervn. Deiatel'.*, 1952, 22 (5), 613-623.—A survey of the work of Pavlov and his school prior and subsequent to his death in 1936. The work of those (Orbeli, Beritov, etc.) who in 1950 were decreed to have deviated from the "materialist path" of Pavlov are for this reason not included in the survey.—(I. D. London)
148. **Jones, Ernest.** *The early history of psychoanalysis.* *J. ment. Sci.*, 1954, 100, 198-210.—The impact of psychoanalysis on psychiatric theory and practice is illustrated by personal reminiscence and reference to the early literature. Much of Freud's thought had been previously speculated about—his genius manifested itself in his integration of these ideas into a formulation which was revolutionary.—(W. L. Wilkins)
149. **Larson, Cedric.** *One of America's great psychologists: J. E. Wallace Wallin.* *Bull. Amer. Swed. Inst.*, 1954, 9 (1), 8-14.—Biographic sketch and appraisal. Portrait.—(C. M. Lourtif)
150. **Litvak, A.** *Torat hanefesh shel Barukh.* (Barukh's psychology.) *Habibub*, 1952/53, 25, 467-472.—Evaluation of Barukh's psychiatric system from the standpoint of modern psychiatry, ethics and Jewish thought.—(H. Ormian)
151. **Loewenberg, Richard D.** (238 18th St., Bakersfield, Calif.) *From Immanuel Kant's self-analysis.* *Amer. Imago*, 1953, 10, 307-322.—Scattered through the writings of Kant are numerous observations which might serve as fragments of a self-analysis. Some of his predominant traits were his extreme idealism, his love for his mother, the scotoma of ophthalmic migraine, his mystic inclination, and health superstitions. These patterns contributed to his obsessional preoccupation with the inner workings of the mind and possibly to



the development of his organic senile dementia. His life would contribute to an analysis of the character of the philosophical mind. 21 references.—(W. A. Varvel)

152. Nafe, John Paul. Harry Miles Johnson: 1885-1953. *Amer. J. Psychol.*, 1954, 67, 179-181.—Obituary.

153. Overholser, Winfred. Cox and Trotter—two psychiatric precursors of Benjamin Rush. *Amer. J. Psychiat.*, 1954, 110, 825-830.—The works of two English writers in psychiatry were available to Rush and influenced his thinking and writing.—(N. H. Pronko)

154. Reider, Norman. Siegfried Bernfeld 1892-1953. *J. Amer. Psychoanal. Ass.*, 1954, 2, 378-379.—Obituary.

155. Rouchlin, M. Les tendances actuelles de la psychologie anglaise. (Actual tendencies of English psychology.) *BINOP*, 1953, 9, 150-152.

156. Révész, Géza. (U. Amsterdam, Netherlands.) *L'ethos shel David Katz v'Gustav Kafka*. (To memory of D. Katz and G. Kafka.) *Hahinuh*, 1952/53, 25, 369-371.—Obituary, appreciation and personal reminiscence.

157. Riklis, L. I. Dr. Nisan Turoff. *Hahinuh*, 1952/53, 25, 363-368.—Activity, contributions and importance of the late Hebrew psychologist and educationist.—(H. Ormian)

158. Rosenbaum, Milton. Freud—Eltington—Magnes correspondence: psychoanalysis at the Hebrew University. *J. Amer. Psychoanal. Ass.*, 1954, 2, 311-317.—Freud was emotionally tied to the Hebrew university and was strongly identified with and loyal to Judaism despite his religious views. Freud desired an Institute of Psychoanalysis at Hebrew University in Israel. In 1933 Freud wrote that psychoanalysis is psychology but that academic psychology confines itself to conscious phenomena. Psychoanalysis could be taught as an introduction to psychology but academic psychologists do not want to know much if anything about psychoanalysis.—(D. Prager)

159. Winterbourn, R. A. A review of psychology in New Zealand. *Aust. J. Psychol.*, 1953, 5, 17-27.—Although New Zealand has competent psychologists in the field, development has been slow and uneven. There is a need for greater balance between psychological and psychiatric services as well as for a more integrated policy regarding the role of the university, government departments of education and health, and private practitioners. Satisfactory basic university training for psychologists is available, however, no full course in psychiatry is provided in medical school. Limited facilities have produced an emphasis on diagnostic and advisory services rather than treatment in case work. There is a strong need for the development of field services.—(P. E. Lichtenstein)

(See also abstract 1105)

#### PROFESSIONAL PROBLEMS OF PSYCHOLOGY

160. American Psychological Association. *Psychology and its relations with other professions*. Washington: American Psychological Association, 1954. 14 p.—This report of an ad hoc Committee on Relations with Other Professions was adopted in September 1953 as the official policy statement of the American Psychological Association. Included are 13 criteria of a good profession and 6 basic principles which serve as guides to psychology in its relationships with other professions.—(C. M. Louttit)

161. American Psychological Association. *Public information guide*. Washington: American Psychological Association, 1954. 20 p.—Purposes and methods of public relations for psychology are discussed, with practical suggestions for newspaper, radio and television news releases.—(C. M. Louttit)

162. Baumgarten-Tramer, Franziska. (U. Bern, Switzerland.) *Über den Psychologie-Unterricht an den Schweizer Hochschulen*. (On the teaching of psychology in Swiss universities.) *Schweiz. Hochschulzeit.*, 1954, 27, 27-29.—The author notes the divergent standards of training in Swiss University Psychology Departments, the conflict between traditional academic emphases and the increasing demands for professional psychological services. She urges that joint efforts be initiated to reconsider the problems and to formulate uniform training standards for psychology, both as a behavioral science and an applied discipline.—(H. P. David)

163. Bernsten, Karen. *Tovshedspligt og anmeldelsespligt*. (The duty to guard professional confidences and to inform the police.) *Nord. Psykol.*, 1954, 6, 24-26.—The Danish Psychological Association and the School Psychologists' Association have, with juridical assistance, studied two ethical problems of major importance. (1) The guarding of professional confidences. Such professional secrecy is now required only of psychologists working in public institutions, but it should be extended to include all psychologists. (2) The duty to inform the police. This is somewhat limited and entails only crime that the client contemplates committing. Another ethical problem may arise during the collection of research data when personality conflicts are stirred up which the psychologist cannot handle.—(B. Karlson)

164. Bevan, William, Jr. (Emory U., Ga.) *Modern psychologists: scientific wozzle hunters? An opinion in outline*. *Nord. Psychol. Monogr.*, 1953, No. 4, 28 p.—Psychology lacks "the neat integration of scientific fact and theory so characteristic of the physical sciences." It is felt, however, "that psychology can be made scientifically; that, to the present, if we have had rather indifferent success, it is because we have been methodologically lax and even naive, not because our raw material is fundamentally alien to scientific treatment." Part I (pp. 6-20) summarizes errors frequently committed in system-construction and research. The solutions suggested in part II (pp. 20-24) are to "be more realistic in selecting observational proce-



dures and in devising concepts for integrating the data we acquire from them." 85 references.—(B. Karlson)

165. Gozzano, Mario. (Roma U., Italy.) *Problemi deontologici posti per la collaborazione entre psichiatra e psicologo.* (Deontological problems resulting from the collaboration between psychiatrist and psychologist.) *Arch. Psicol. Neur. Psich.*, 1954, 15, 3-20.—A critical analysis of deontological problems resulting from the collaboration between psychiatrist and psychologist is presented. The analysis is limited to the field of clinical psychology defined as "the application of methods of experimental psychology to the study of the sick." In the area of research the psychologist in certain cases should use the judgment of the psychiatrist as to possible effects on the subject; in the area of diagnosis, the tests should supplement the clinical examination and be administered and evaluated in collaboration with the psychiatrist; in the area of psychotherapy the work should be done mainly by the psychiatrist.—(A. Manoil)

166. Kutz, David. *Die Psychologie als Mittlerin zwischen den Naturwissenschaften und die Geisteswissenschaften.* (Psychology as mediator between natural science and the humanities.) *Stud. gen.*, 1953, 6, 403-409.—"Psychology takes its position as a midpoint between natural science and the humanities both through its methods and its attitude.... Psychology achieves its greatest significance more as a branch of philosophical anthropology and from its realization that all science is more or less humanly directed... we should never forget our responsibility as scholars whose research lies in the field of mankind."—(Courtesy Lit. & Psychol.)

167. Lehtovaara, Arvo. *Psykologien yrkesetik.* (Professional ethics of psychologists.) *Nord. Psykol.*, 1954, 6, 20-23.—Five ethical problems of the psychologist are being considered: (1) Client relationships. These problems are those of professional confidences, secrecy of test scores, and objectivity. (2) Inter- and intra-professional relationships. (3) Public relationships. (4) Economic problems, particularly important in Finland where psychologists are under-paid and where private practice is prohibited by law. (5) The professional education of psychologists and their aptitudes for such training.—(B. Karlson)

168. Lonkou, Paul V., & Freund, Julia. *Training personnel for rural child psychiatry.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 101-112.—Training programs require that candidates for work in rural areas recognize assets and liabilities of work in such areas.—(N. H. Pronko)

169. Logre, —. *Psychoanalyse et médecine.* (Psychoanalysis and medicine.) *Psyché, Paris*, 1954, 9, 1-6.—Logre discusses the problem of whether psychoanalysts must necessarily be physicians. Psychoanalysis is defined as a depth mental hygiene or psychology of the normal, healthy individual. When psychoanalysis is used where a morbid condition is apparently present, success indicates that the condition was really not pathological. Ideally it would be desirable for all psychoanalysts, psychologists,

and other "medical auxiliaries" to be physicians. However, if psychoanalysts practice under the direction of physicians, clearly recognizing their limited endeavor, then they do not require medical training.—(R. H. Dana)

170. Murtin, R. T. *Science and social engineering.* *Aust. J. Psychol.*, 1953, 5, 79-85.—Psychologists have failed to understand the distinction between action-oriented field work and scientific inquiry. It is important that psychologists should realize that success will be short-lived and the science of psychology retarded if the production of social change or general social utility is to be given preference over the development of the science.—(P. E. Lichtenstein)

171. Mourad, Y. (Fouad U., Cairo, Egypt.) *(Psychology applied to national production.) Egypt. J. Psychol.*, 1952-53, 8, 145-152.—A reform movement is only complete when it can tap the potentialities of the citizen. Human engineering or the application of psychology in all areas of life is the answer. Testing and measurement in all areas are the bases to psychological research which Egypt needs. Only when scientific psychological methods are applied will the productivity of the individual and the nation reach its maximum.—(L. H. Melikian)

172. Pear, T. H. *The place of the psychologist in the community.* *Rationalist Annu.*, 1954, 23-30.—Having reviewed some social aspects of the development of the psychology during the first half of this century, the author presents his programme of the psychologist's functions in the community.—(M. Choynowski)

173. Skard, Øyvind. *Psykologenes ansvar overfor publikum.* (The psychologists' responsibility to the public.) *Nord. Psykol.*, 1954, 6, 27-30.—The public is justified in demanding psychological information. In giving such information, the psychologist encounters many problems. Three such problems appear particularly pertinent: (1) What to do about overpopularized and erroneous information given by unqualified people: Give out scientifically defensible information and warn the public against certain books, articles, etc. (2) How to popularize and remain scientifically honest: By not giving the public simple rules to be followed, etc. (3) How to keep scientific information and one's personal philosophy separated: This problem is particularly important since the two are markedly intertwined. It is desirable to have psychologists of different viewpoints represented.—(B. Karlson)

(See also abstracts 730, 992)

#### PHYSIOLOGICAL PSYCHOLOGY

174. Andreev, S. V. *Uslovnoreflektornye izmeneniia arterial'nogo davleniia eksperimenta.* (Conditioned-reflex modifications of arterial pressure in experiment.) *Zh. vyssh. nerv. Deiatel.*, 1952, 2(5), 723-733.—With dogs as subjects it has been shown possible to develop conditioned-reflex heightening of blood pressure to sound and to the experimental situation. The increase in blood pressure is main-

trained for 3 to 4 hours. The application of very intense unconditioned stimuli quickly leads to a hypertension conditioned to the experimental situation. The conditioned increase in blood pressure is maintained for months without reinforcement and is accompanied by "changes in the physico-chemical properties of the blood serum" as well as by an "increase in the amount of vasculo-constrictive substances in the blood."—(I. D. London)

175. **Brobeck, John R.** (U. Pennsylvania, Philadelphia.) *Physiology of appetite.* In Goodhart, R. S., *Overeating, overweight and obesity.* New York: National Vitamin Foundation, 1953. p. 36-48.—Within the hypothalamus two mechanisms appear to be separable: (1) the "satiety" center, located medially; and (2) the "feeding" center in the lateral regions. Normally the medial mechanism inhibits the lateral one after food has been taken. The nature of changes which stimulate or inhibit food intake are obscure. The possible roles of sensations from the stomach and duodenum, and of metabolic factors are considered.—(J. Brožek)

176. **Brožek, Josef.** (U. Minnesota, Minneapolis.) *Semi-starvation and nutritional rehabilitation: a qualitative case study, with emphasis on behavior.* *J. Clin. Nutrition*, 1953, 1, 107-118.—The case history portrayed the general type and magnitude of alterations observed in a group of 32 volunteers. Changes in many of the quantitative characteristics were close to or identical with group means. In the control period "Don" was a pleasant, cheerful, active young man, full of initiative, cooperative and sociable, and highly altruistic. 24 weeks later the subject was weak and edematous, lacking physical endurance and mental initiative, grouchy and self-centered. He was primarily concerned with individual security rather than with the larger social and political issues. In the course of nutritional rehabilitation these changes receded and a recovery in physical and psychological fitness took place.—(J. Brožek)

177. **Erllich, Phillip, & Kothley, Jerold.** (U. Michigan, Ann Arbor.) *Toxic effects of cyclopyrazate.* *J. nerv. ment. Dis.*, 1954, 119, 67-71.—10 subjects received between 20-48 mg. cyclopyrazate (a synthetic atropine derivative) intramuscularly. Twenty mg. produced no observable effect. Toxic psychic effects were observed when 30 mg. or more were administered. These effects included delusions, hallucinations, confusion, poor concentration, retardation, delirium and disorganized thinking. "It is postulated that the psychic effects are due to direct irritation of cerebral centers."—(J. A. Stern)

178. **Fuller, John L.** (R. B. Jackson Memorial Lab., Bar Harbor, Me.) *Nature and nurture: a modern synthesis.* Garden City, N.Y.: Doubleday & Co., 1954. vi, 40 p. 85¢.—A summary of the status of the nature-nurture problem, which should be approached through careful longitudinal studies at the genetic, psychological and physiological levels, and by new theoretical formulations, but which will not be solved in our time by experiments because of the lack

of background experience and limitations inherent in human material. 27 references.—(G. C. Schwesinger)

179. **Hoecker, Gustavo; Martinez, Alfonso; Markovic, Simon, & Pizzaro, Olga.** *Agitans, a new mutation in the house mouse.* *J. Hered.*, 1954, 45, 10-14.—Agitans is a recessive, pleiotropic, and strongly deleterious gene of the mouse, recognizable at 10 days of age, by under-development, ataxia, and tremor. Sterility, atrophy of the Purkinje cells in some areas of the cerebellum, and death from 20 to 90 days with paralysis and cachexia, are characteristic. While these mutations resemble three new mutations: ataxia, reeler, and ducky, they seem to constitute a new group of hereditary neurological derangements.—(G. C. Schwesinger)

180. **Kosíakov, K. S.** *Materialy k uslovnorefleksionomu vlianiu na uroven' sakhara v krvi cheloveka.* (Data on conditioned-reflex influence on level of sugar in the blood of man.) *Zh. vyssh. nerv. Deiatel'.*, 1952, 2(5), 709-714.—Experimental data are adduced to show that conditioned-reflex heightening and lowering of level of blood sugar is possible. Applications to diabetics are presented.—(I. D. London)

181. **Krüger, P., Günther, P. G., & Durst, W.** *Muskelrelaxation und Konvulsionstherapie-Kritische Betrachtungen zur Anwendung der klinischen Begriffe "Tonus" und "Klonus."* (Muscle relaxants and convulsive therapy—a critical view of the use of the clinical concepts "tonus and clonus.") *Nervenarzt*, 1954, 25, 59-65.—There are two histologically different types of fibers in the human muscular system. Muscle fibers, as well as nerve endings and neurons, can be influenced selectively by drugs (curare or glycerin ethers). From the anatomical and physiological standpoint, it is more correct to call the contractions observed during shock "tetanic" rather than tonic; however, the EST is a very complex irritation and some truly tonic elements might also be found.—(J. M. Kraus)

182. **Lorr, Maurice** (VA Central Off., Washington, D.C.), & **Fields, Victor.** *A factorial study of body types.* *J. clin. Psychol.*, 1954, 10, 182-185.—A factor analysis was done on the 15 "purest" body types found in a group of 90 psychotic males. Three photographs and 16 body measurements made from the photographs were available on each of the 90 S's. The study "demonstrated the existence of three distinguishable groups and two person body factors. The three groups exhibit morphological trait patterns that closely resemble the patterns descriptive of Sheldon's components. The findings also suggest that the 76 somatypes identified by Sheldon can more simply and economically be defined in terms of measurements on only two type factors."—(L. B. Heathers)

183. **Parker, Paul A.** (U. California, Berkeley.) *Acute effects of smoking on physical endurance and resting circulation.* *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1954, 25, 210-217.—19 male, volunteer, college students were given a step test exercise to

exhaustion and their endurance time recorded following a period of actual smoking and after a period of "smoking a hot air device." Records were keys to smoking and pre-smoking blood pressure and pulse rates. B.P. and pulse rates were definitely elevated by smoking. Cardiovascular changes were vasodilation similar to that produced by injection of epinephrine. The endurance of the total group was not significantly influenced by smoking.—(M. A. Seidenfeld)

184. **Saunders, Robert H., & Ivy, A. C.** The effects of anesthetic drugs in relieving fatigue. *Psychol. Monogr.*, 1953, **67**(15), (No. 365), 16 p.—The effectiveness of (1) caffeine sodium benzoate; (2) benzedrine sulfate; and (3) desoxyephedrine hydrochloride in combatting fatigue associated with actual work situations in military and civilian life were investigated. It was found that deleterious side effects or after effects were insignificant with these drugs under the experimental conditions. Of the three, benzedrine appeared most effective, caffeine produced desirable subjective effects with little sensorimotor improvement, and desoxyephedrine gave little subjective improvement but significant sensorimotor performance was noted. 25 references.—(M. A. Seidenfeld)

185. **Tronkell, Arne.** Något om möjligheterna till en psykologisk genetik. (On the possibilities of psychological genetics.) *Nord. Psykol.*, 1954, **6**, 1-19.—Researchers on heredity in psychology have mainly worked with twins. Another available research method, "population genetics," studies heredity along Mendelian principles. The simplest case, when the inheritable trait is monohybrid, is considered here. In this instance, the proportion of the various genotypes is determined by the Hardy-Weinberg formula. Behavior tendencies may, however, be so strongly influenced by the environment that the influence of the genotypes may no longer be considered. The fruitfulness of this approach is illustrated by studies on the inheritance of lefthandedness, schizophrenia, and dyslexia. The recessive genes are present in different proportions in Sweden and U.S.A., making cross-cultural references desirable. 16 references.—(B. Karlsen)

186. **van der Vaart, H. R.** (U. Leiden, Netherlands.) **Adult age: An investigation based on certain aspects of growth curves.** *Acta biotheor.*, 1952-1953, **10**, 139-212.—As one or more life-processes lie at the root of growth, the definition of the adult phase of an animal should be based on our knowledge of the life-processes. Since, however, this knowledge is scanty, so we have to start from concomitant phenomena like length, weight, dentition, etc. We partly describe the growing organism by means of a growth curve and we try to define its adult phase from various properties of this curve. The author gives the ad hoc definition of the adult phase (without senile phase and including it) of a time-variable phenomenon based on individual (n-variate) growth curve and the ad hoc definition of features characterising an adult time-constant phe-

nomenon. It appears that frequently different phenomena of one n-variate growth curve become adult at different ages. In the last chapter rules deciding which time-constant phenomena are adult, and which are not, are discussed. 77 references. German and French summaries.—(M. Choynowski)

187. **Wilholm, C. M., McGuire, Terence F., McDonough, John, Waldmann, E. B., & McCarthy, H. H.** (Creighton U., Omaha, Neb.) **Emotional elevations of blood pressure in trained dogs; possible relation to origin of hypertension in humans.** *Psychosom. Med.*, 1953, **15**, 390-395.—Blood pressure daily recordings by the auscultatory method from 14 dogs trained to accept this laboratory approach indicated over a 30-month observation period the importance of such "trivial" factors as presence of strangers, noise, confusion, change in routine upon these measures. Elevations were influenced by the dog's "natural emotional reactivity" and by the degree of training in the procedure. Results were related to physiological studies on epinephrine and nor-epinephrine as well as to Liddell's concept of training as a stress factor.—(L. A. Pennington)

(See also abstracts 448, 457, 465, 472, 1387)

#### NERVOUS SYSTEM

188. **Arnold, Arthur, Bailey, Percival, & Laughlin, John S.** (U. Illinois, Chicago.) **Effects of betatron radiations on the brain of primates.** *Neurology*, 1954, **4**, 165-178.—High-energy x-rays produce pathological alterations in brain tissues. The brainstem, the white matter of the centrum semiovale and the internal capsule are the site of the greatest changes, with pathological changes in the periventricular and suproptic nuclei of the hypothalamus also being observed. 17 references.—(L. I. O'Kelly)

189. **Bates, J. A. V.** (National Hosp., Queen Square, London.) **Stimulation of the medial surface of the human cerebral hemisphere after hemispherectomy.** *Brain*, 1953, **76**, 405-447.—A unilateral hemispherectomy was carried out in 9 patients with infantile hemiplegia. After removal of the diseased hemisphere under light anesthesia, the medial surface of the exposed sound hemisphere was stimulated with bipolar electrodes using a square D.C. wave of 4 msec duration with a repetition frequency of 50/sec. In half of the excitable points on the medial surface it was found that movements began in the contralateral leg; the remaining excitable points produced movements that began in the ipsilateral (hemiplegic) leg, contralateral arm, and the ipsilateral arm in that order. A supplementary motor area was not clearly distinguished, but the responses involving the arms seemed to be anterior to responses confined to the legs.—(P. J. Hutt)

190. **Brookhart, John M.** (U. Oregon Med. Sch., Portland.) **Somatic functions of the central nervous system.** *Annu. Rev. Physiol.*, 1954, **16**, 325-348.—A survey of most of the pertinent publications from June 1952 to June 1953. Material is organized and dis-



cussed in terms of: Input side of the system, Output side of the system, Thalamocortical relations (arousal reaction, recruiting responses, consciousness), Intracortical relationships, Pharmacology, and Techniques. 273 references.—(M. J. Wayner, Jr.)

191. Campbell, John. (U. Cincinnati, O.) **Functional organization of the central nervous system with respect to orientation in time.** *Neurology*, 1954, 4, 295-300.—"If the modern concept of reality, a relative space-time continuum, is used as the basis for considering the primary central nervous system function of orientation, one arrives at an interesting and simplified concept of the brain. Using the basic sensorimotor organization of the central nervous system, and assuming that motor function can only occur in the future, sensory experience only in the past, the organization of the cerebral cortex (a discriminative organ) can be divided into past and future orientation. The midline cortex ('visceral brain') is not concerned with orientation in time."—(L. L. O'Kelly)

192. Chow, K. L., & Hutt, P. J. (Yerkes Laboratories of Primate Biology, Orange Park, Fla.) **The "association cortex" of *Macaca mulatta*: a review of recent contributions to its anatomy and functions.** *Brain*, 1953, 76, 625-677.—This review is an attempt to summarize and evaluate critically the recent research in the fields of histology, electro-physiology, and behavioral studies of the "association cortex" of the rhesus monkey. On the basis of data obtained from cytoarchitectonics, retrograde degeneration, and physiological neurography approximate determinations are made of the extent of the monkey's association cortex. The limits of this area as so determined are shown in a series of diagrams and tables. The results of the behavioral studies are based on the ablation technique. 198 references.—(P. J. Hutt)

193. Critchley, MacDonald. **The parietal lobes.** London: Arnold, Baltimore: Williams and Wilkins, 1953. vii, 480 p. \$13.50.—In this monograph on the parietal lobes, the author reviews and interprets the symptomatology, diagnosis, and theories of functions of the parietal lobes and lesions of them. The text is divided into 13 chapters: anatomy, physiology, general symptomatology, tactile function, motility, constructional apraxia, Gerstmann's syndrome, disorders of body-image, visual defects, disorders of spatial thought and of language and symbolic thought, relations to symptoms of dementia and hysteria, left vs. right lobe. Psychic and behavioral symptoms are discussed. 1093-item bibliography.—(C. M. Louttit)

194. Elkes, J., Elkes, C., & Bradley, P. B. (U. Birmingham, Eng.) **The effect of some drugs on the electrical activity of the brain, and on behaviour.** *J. ment. Sci.*, 1954, 100, 125-128.—Five drugs known to have both peripheral and central actions were studied in conscious, unrestrained cats carrying multiple, permanently implanted cortical and stereotactically placed subcortical electrodes, with simultaneous observations on behavior and electrical ac-

tivity. Symptoms of d-lysergic acid were studied in volunteers and of amylal, amphetamine, and mephedrin in catatonics. It is suggested that there may be elective affinities within the central nervous system, with subtle differences between phylogenetically older and newer parts of the brain. A delicate shift in balance at nodal points could have profound effects on the function of the brain as a whole.—(W. L. Wilkins)

195. Ford, Adelbert. (Lehigh U., Bethlehem, Pa.) **Bioelectrical potentials and mental effort: II. Frontal lobe effects.** *J. comp. physiol. Psychol.*, 1954, 47, 28-30.—Monopolar frontal EEG potentials recorded during rest and while subjects worked problems in mental arithmetic are compared in their integrated form. Mental work produced increases in integrated frontal potentials; there were no adaptation effects when first and second halves of a problem series are compared.—(L. I. O'Kelly)

196. Gloning, L., Gloning, K., & Hoff, H. (U. Vienna, Austria.) **Die Dominanz einer Hemisphäre.** (The dominance of one hemisphere.) *Nervenarzt*, 1954, 25, 49-55.—The dominance of a hemisphere becomes fixed within the first five years of life. The dominance of the right hemisphere in left-handed people is usually less strongly developed than the dominance of the left hemisphere in the right-handed. The attempt to change a left-handed child into a right-handed might be a factor in the development of stuttering; the decisive factors, however, are of a psychological nature. The change of the dominant hemisphere in the child is caused much more often by a lesion in the frontal regions of the brain than the regions in the occipital region. 20 references.—(J. M. Kraus)

197. Iakovleva, E. A. **O mezhtsentral'nykh ot-nosheniakh v kore bol'shikh polushari.** (On the intercentral relations in the cortex of great hemisphere.) Moscow: Medgiz, 1953. 215 p. 7r. 70 kop.—This book is an analysis of the results of the investigation of the subordinate chronaxy which showed that it changes under the action of various functional states of the brain, evoked by different conditioned stimuli. Subjects in this investigation were dogs, normal adults, and mentally ill persons. "It seems to us that the registration of the changes in the subordinate chronaxy, together with the usual registration of the organism's conditioned reflexory reactions, as well in men as in animals, gives us the possibility to analyse more deeply the dynamics of nervous processes in the cerebral cortex."—8 page bibliography.—(M. Choynowski)

198. Kühlenbeck, Hartwig. (Woman's Med. Coll. Pennsylvania, Philadelphia.) **The human diencephalon: a summary of development, structure, function, and pathology.** *Conf. neurol.*, 1954, 14 (Suppl.), 230 p.—The author presents in this monograph a detailed anatomical study of the epithalamus, dorsal thalamus, thalamus ventralis, and hypothalamus. Phylogeny, ontogeny, blood supply, physiological function, clinical symptomatology are discussed alongside

with gross and micro-anatomy. 421-item bibliography. —(M. L. Simmel)

199. **Lussek, A. M.** (Boston U. Sch. Med., Mass.) **Inactivation of voluntary motor function following rhizotomy.** *J. Neuropath. exp. Neurol.*, 1953, 12, 83-87.—The left dorsal roots were sectioned in 13 monkeys, and the animals examined at weekly intervals. The author concludes: "The dorsal roots to an extremity, in their entirety, play a significant role in the overall performance of voluntary motor function ramifying into all phases: movement, tone and reflexes. When they are sectioned, severe and enduring deficits result characterized by an almost complete loss of all purposeful movements. Flaccidity is a predominant feature, and many reflexes including the postural are affected. . . . It is believed also that the dorsal root system, in toto, plays an important part in ontogenetically training upper and lower motor neurons to function normally and in the restitution of function and production of spasticity following lesions of the central nervous system." 18 references.—(M. L. Simmel)

200. **McCulloch, Warren S.** (Massachusetts Institute of Technology, Cambridge.) **Information in the head.** In Patton, R. A., *Current trends in information theory*, (see 29: 838), 92-118.—The coding in the central nervous system which is related to perception in vision, acceleration (vestibular), smell, and touch, is discussed in terms of neural physiology and anatomy. It is proposed that the amount of information that can be passed through a given synapse is limited by pulse-interval modulation rather than by all-or-none coding.—(C. M. Louttit)

201. **MacKay, D. M.** (King's Coll., U. London, England.) **On comparing the brain with machines.** *Amer. Scientist*, 1954, 42, 261-268.—Brain function may be approached from a physiological and a psychological point of view, each requiring a different language for discussion, but with a need to find a common associating language. Machine models which imitate human behavior, but also work internally on the same principles as the brain may afford a way of describing the thinking process and at the same time provide for the objective, physiological aspects of brain function.—(C. M. Louttit)

202. **Makovskii, I. S.** **Zvukovye refleksy pri udalenií visochnykh oblastei bol'shikh polusharii u sobak.** (Acoustic reflexes by the ablation of temporal areas of great hemispheres in dogs.) Moskva: Akad. Med. Nauk SSSR, 1953. 87 p. 5r.55kop.—This is a reprint of a dissertation published originally in 1908 and aiming at the study of the effects of the destruction of the cerebral end of the acoustic analyser. The author describes his method and results which helped Pavlov to create his teaching of the dynamic localization of functions in the cerebral cortex and to explain peculiarities of the disturbance of analytic and synthetic cerebral activity ensuing after the destruction of separate parts of the cortex. 43 references (through 1907).—(M. Choynowski)

203. **Malmo, Robert B.** (McGill U., Montreal, Can.) **Higher functions of the nervous system.** *Annu. Rev. Physiol.*, 1954, 16, 371-390.—Studies pertinent to the following topics from June 1952 to June 1953 were reviewed: Structural basis for learning, Reactive inhibition, Drive and reinforcement, Anxiety considered as a drive, Anxiety in relation to the sleep-waking continuum and the general problem of levels of consciousness, Physiological recording in conditioning, learning, and attentive states, Effect of early experiences on adult learning, Responses evoked in the waking cat by electrical stimulation of the motor cortex, and Behavior deviations. 160 references.—(M. J. Wayner, Jr.)

204. **Mishkin, Mortimer** (Yale U., New Haven, Conn.), & **Pribram, Karl H.** **Visual discrimination performance following partial ablations of the temporal lobe: I. Ventral vs. lateral.** *J. comp. physiol. Psychol.*, 1954, 47, 14-20.—The effects of temporal lobectomy, lateral surface or ventral surface-hippocampal ablations on acquisition and retention of visual discriminations in the baboon are reported. Total lobectomy and ventral-hippocampal ablation produced deficits more marked in original learning than in retention. Lateral resection had little effect on visual discrimination, and in none of the animals was there impairment of delayed responses.—(L. L. O'Kelly)

205. **Ostow, Mortimer.** (50 E. 78th St., New York.) **Flickered light as a provocative test in electroencephalography.** *J. nerv. ment. Dis.*, 1953, 117, 429-444.—307 male patients were examined for susceptibility to photic driving. Their ages ranged from 16 to over 60 years. "88% of the patients in this series exhibited photic driving. The amount of driving in the slow, alpha, or fast range varied directly with the amount of slow, alpha, or fast activity, respectively, in the spontaneous record. The quality of the response improved with the subject's age and with the sensitivity of his spontaneous alpha activity to eye-opening. The appearance of slow activity in bursts failed to permit photic driving in the slow range. All other considerations of personal characteristics or diagnosis exhibited an indirect effect only by virtue of their influence on the fundamental variables mentioned above."—(M. L. Simmel)

206. **Prosser, C. Ladd.** (U. Illinois, Urbana.) **Comparative physiology of nervous systems and sense organs.** *Annu. Rev. Physiol.*, 1954, 16, 103-124.—Studies on the comparative aspects of the physiology of nervous systems and sense organs from 1950 to June 1953 are reviewed. The material is organized in terms of the following topics: Nerve nets, Giant fibers and their synapses, Small-fiber integration systems, Chemical Mediators in nervous systems, Photoreceptors, Chemoreceptors, Thermoreceptors, Mechanoreceptors, Equilibrium sense, and Direction sense in birds. 257 references.—(M. J. Wayner, Jr.)

207. **Raitman, F., Hulme, W., & Thomas, B.** (Netherne Hosp., Coudon, Surrey, Eng.) **The significance of amino-acids in neuro-psychiatric dis-**

cases. *J. ment. Sci.*, 1954, **100**, 149-153.—Analysis of amino-acids in the cerebrospinal fluid of 80 unselected psychiatric cases reveals a significant relationship between presence of such acids in excess of six and occurrence of abnormal EEG tracings, with patients who have increased number of such acids and severely abnormal EEGs showing clinical signs of marked intellectual disorganization.—(W. L. Wilkins)

208. Seyffarth, H. The reaction to passive straining of joints (bending reflex) in patients with frontal lobe lesions. *Brain*, 1953, **76**, 457-472.—The bending reflex is obtained by forcibly flexing the wrist, which results in flexion of the elbow and the more proximal joints. If the reflex flexion of the elbow is prevented, the force of the active contraction of the flexor muscles is increased. This reflex response seems to be greatly increased in patients with frontal lobe lesions and appears to be a useful diagnostic sign in such cases. The relation of the bending reflex to the signs of Mayer and Lévi are discussed.—(P. J. Hutt)

209. Szarl, T. E., Niemer, W. T., Dell, Michelle, & Forgrave, B. S. Cortical and subcortical electrical activity in experimental seizures induced by metrazol. *J. Neuropath. exp. Neurol.*, 1953, **12**, 262-276.—The authors studied cortical and subcortical EEG activity in cats during seizures induced by convulsive doses of metrazol and by subconvulsive doses of metrazol in combination with auditory click stimuli or direct electrical stimulation of thalamic nuclei. Observations were made in the intact brain and on brains with systematic lesions. Detailed EEG recordings indicate that the seizures induced by convulsive doses of metrazol originate in the cerebral cortex and radiate from there to deeper structures, while the ascending sensory pathways together with the cerebral cortex are the only structures essentially involved in seizures produced by subconvulsive doses of metrazol and repetitive affective stimuli. The activity of various thalamic nuclei is described in detail. 16 references.—(M. L. Simmel)

210. Trucco, Ernesto. (U. Chicago, Ill.) The smallest value of the axon density for which 'ignition' can occur in a random net. *Bull. Math. Biophys.*, 1953, **14**(4), 365-374.—(See *Biol. Abstr.*, Sect. B., 1954, **28**(6), 1325, abs. 13550.)

211. Vogel, Theodoro. (Centre Nationale de la Recherche Scientifique, Marseilles, France.) Breaking oscillations in servo systems. *J. ment. Sci.*, 1954, **100**, 103-113.—Mathematical description of the dynamics of the brain is complex. The main properties of the system whose variables are continuous are described and some properties of the system with a few discontinuities including the sudden and apparently spontaneous change in such a system, even if strictly determinate.—(W. L. Wilkins)

212. von Euler, U. S. (Karolinska Institutet, Stockholm, Sweden.) Visceral functions of the nervous system. *Annu. Rev. Physiol.*, 1954, **16**, 349-370.—A survey of the literature up to June 1953. The

material is reviewed and discussed under the major headings: Cerebral cortex, Hypothalamus, Brain stem, Spinal cord and peripheral visceral afferents, and Peripheral visceral efferent system; craniosacral outflow, thoracolumbar outflow. 209 references.—(M. J. Wayner, Jr.)

213. von Muralt, Alexander. (U. Bern, Switzerland.) Excitation and conduction in peripheral nerves. *Annu. Rev. Physiol.*, 1954, **16**, 305-324.—Pertinent studies from June 1952 to June 1953 are reviewed and discussed with reference to: Structure of the nerve fiber, Excitation and conduction, Role of acetylcholine, Other agents, and Functional interrelations and central aspects. 172 references.—(M. J. Wayner, Jr.)

214. Wayner, Matthew John, Jr. A study of the effects of sodium chloride and hydration on a mono-synaptic reflex pathway in the spinal cord of the albino rat. *Dissertation Abstr.*, 1954, **14**, 409.—Abstract of Ph.D. thesis, 1953, U. Illinois.

(See also abstract 47, 373)

## RECEPTIVE AND PERCEPTUAL PROCESSES

215. Brand, Howard. (U. Connecticut, Storrs.) Variability in perceptual dimensions. *J. Pers.*, 1954, **22**, 395-416.—"The conclusion is reached that the complex inferential levels of perception, e.g., interpretation, are not sensitive to variation if the task-set is unchanged. On the other hand, the discriminatory levels of perception, e.g., discrimination and apprehension, vary with the figural properties available to the perceiver, even though the task-set remains constant. Furthermore, the trend of variation at the discriminatory levels is from amorphous, undifferentiated response properties to differentiated, detailed response properties." 30 references.—(M. O. Wilson)

216. Burdock, E. I. (Carnegie Corp., New York.) A case of ESP: critique of "Personal values and ESP scores" by Gertrude R. Schmeidler. *J. abnorm. soc. Psychol.*, 1954, **49**, 314-315.—The statistics employed in the subject study (see 27: 4909) are questioned and the author concludes that the findings presented are "due not so much to telepathy as to numerology."—(L. N. Solomon)

217. Chapman, William P., Finesinger, Jacob E., & Chesley, George. (Massachusetts General Hosp., Boston.) The effect of direct suggestion on pain sensitivity in normal control subjects and psychoneurotic patients. *J. nerv. ment. Dis.*, 1953, **118**, 19-26.—The effect of suggestion on pain sensitivity was studied in 16 psychiatric patients and 15 normal college women. Changes in the levels at which the heat stimulus was perceived as painful and which caused motor reaction were measured by the Hardy-Wolff-Goodell heat radiation apparatus. Two types of suggestion were used: (1) the administration of placebos reinforced by verbal suggestion, and (2) verbal suggestion alone. Neither the threshold of pain perception nor the threshold of pain reaction were altered significantly by either types of sugges-



sion in either group of subjects. 6 references.—(M. L. Simmel)

218. Cohen, Nancy Lee. An investigation of the factors involved in perceptual constancy as suggested by adaptation-level theory. *Univ. N. C. Rec.*, 1953, No. 520, 225.—Abstract of M.A. thesis.

219. Cowen, Emory L. (U. Rochester, New York.), & Beler, Ernst G. Threat-expectancy, word frequencies, and perceptual pre-recognition hypotheses. *J. abnorm. soc. Psychol.*, 1954, 49, 178-182.—"In order to investigate whether delayed perceptual report of threatening words would occur under conditions of threat-expectancy in an experimental setup which makes possible examination of the operation of possible conscious inhibition as well as differential word frequencies, 59 Ss were given a series of 16 booklets, each containing 30 carbon copies of one five-letter stimulus word, to decipher. Eight of these words were considered neutral and eight threatening.... Significantly more trials were required for correct report of threat words as compared to neutral ones. No correlation between number of trials required for correct identification of the test words and word frequency was found.... The findings are interpreted as consistent with a concept of perceptual defense." 20 references.—(L. N. Solomon)

220. Edgren, Robert Durand. A developmental study of motion perception, size constancy, recognition speed, and judgment of verticality. *Dissertation Abstr.*, 1954, 14, 403-404.—Abstract of Ph.D. thesis, 1953, Stanford U.

221. Folk, John L., & Bindra, Dalbir. (McGill U., Montreal, Que., Can.) Judgment of time as a function of serial position and stress. *J. exp. Psychol.*, 1954, 47, 279-282.—Ss judged a 15-sec. interval by the production method: an experimental group received a shock at the end of certain trials, a control group received no shock. For both groups relatively linear serial position gradients were found. The experimental group showed greater overestimation, but the direction and slope of the gradient was not significantly different for the two groups. "It is argued that the serial position gradient does not result either from time-order error, or from an improvement in ability to judge time. Greater overestimation of the interval by the experimental group (relative to the control group) is interpreted in terms of an anxious set induced by the expectation of shock."—(J. Arbib)

222. Frick, Frederick C. Some perceptual problems from the point of view of information theory. In Patton, R. A., Current trends in information theory, (see 29: 838), 76-91.—"Most of the classical problems of perception arise out of our ability to recognize and identify objects in the world around us." This problem is examined in terms of information theory. The proportion of relevant information can be increased by experience or learning. "... learning to perceive appears to be a matter of learning the dependencies that exist among the various discriminable aspects of our environment and the objects in that environment." In this way, differing proximal stimuli

are associated with a physical event and information is secured from different stimuli at different times.

—(C. M. Louttit)

223. Gollhorn, E. Ein experimenteller Beitrag zur Theorie der doppelten Steuerung von Bewusstsein und Wahrnehmung. (Experimental contribution to the duplicity theory of consciousness and perception.) *Pflügers Arch. ges. Physiol.*, 1952, 255, 75-92.—(See *Optthal. Lit.*, 1954, 6(7), 889, abs. 4773.)

224. Gollin, Eugene S., & Beron, Alan. (Brooklyn Coll., N. Y.) Response consistency in perception and retention. *J. exp. Psychol.*, 1954, 47, 259-262.—"A retention task (RI situation) and a perception task (modified Gottschaldt test) having common organizational properties were presented to Ss in order to determine whether they would respond consistently in the two test situations. Evidence of consistency of response was forthcoming." 19 references.—(J. Arbib)

225. Hamlyn, D. W. A note on experience. *Analysis*, 1954, 14, 90-94.—"Whatever might be said about sense-data, sensations are very different from what philosophers have meant by that term, and are not pictures because they have not the necessary direct relationship to objects. Sensations are experiences...."—(M. Choynowski)

226. Irmak, S. Untersuchungen über die Beziehungen zwischen Gehör und Gesichtssinn. (Studies on the relationship between the senses of hearing and vision.) *Münch. med. Wschr.*, 1953, 95, 118-119.—(See *Optthal. Lit.*, 1954, 7(4), 404, abs. 2124.)

227. Ittelson, William H., & Centrl, Hadley. (Princeton U., N.J.) Perception; a transactional approach. New York: Doubleday, 1954. ix, 33 p. 85¢.—Transaction implies that all parts of a situation enter into the perception as active participants and exist only as a result of this participation. Perceiving is "the process by which a particular person, from his particular behavioral center, attributes significances to his immediate environmental situation." Nine relevant variables of perceiving are identified. These variables are studied by certain observational, clinical or laboratory methods which provide either informational, response, or phenomenal data. Chapters are devoted to each of the two major problems of perception—the development of perception and perception in operation.—(R. S. Harper)

228. Levine, Milton Gjelhaug, & Kabat, Herman. (Kabat-Kaiser Institute, Vallejo, Calif.) Proprioceptive facilitation of voluntary motion in man. *J. nerv. ment. Dis.*, 1953, 117, 199-211.—"The observations of Kabat that proprioceptive facilitation is valuable in restoring function to paralyzed muscles has emphasized the need for integrating the very important findings of the neuro-physiologist with the clinical application of resistance therapy in neuromuscular rehabilitation. Our own efforts in this paper have been directed toward the elucidation of a number of variables which physiologically lie at the base of the proprioceptive mechanisms accounting for this facilitation. Among these variables, the effect of gravity,

range of motion, irradiation of proprioceptive impulses, and the positioning of the part, as well as variation in the degree of facilitation in different muscles, have been demonstrated and discussed."—(M. L. Simmel)

229. McElroy, W. A. *Colour form attitudes: an analogue from music.* *Aust. J. Psychol.*, 1953, 5, 10-16.—By analogy with color form tests the author prepared a test for tone form attitudes. Subjects were studied with reference to individual differences in tone form attitudes. Tone form attitudes were also studied in relation to color form attitudes and in relation to performance on Heidebreder's extraversion-introversion test. It is concluded that color form tests have greater correspondence to actual visual perceptions than the tone form test has to the perception of music.—(P. E. Lichtenstein)

230. Masserman, Jules H., Pachtel, Curtis, & Schreiner, Leon. (Northwestern U., Chicago, Ill.) *The role of olfaction in normal and neurotic behavior in animals.* *Psychosom. Med.*, 1953, 15, 396-404.—The effects of olfactory cues in learning and in the development as well as the alleviation of experimental neuroses in 14 monkeys and 15 cats indicated that: (1) normal cats were more influenced by odors than were normal monkeys; (2) under conflictual situations aversions to odors rapidly developed, generalizing to related smells with greater intensity and persistence "than parallel reactions in other sensory modes"; (3) bilateral lesions of the dorsomedial nucleus in the cats (Horsley-Clarke method) were accompanied by amnesia for "preoperatively learned normal and neurotic behavior, with greater impairment of olfactory responses than in those of any other modality." 17 references.—(L. A. Pennington)

231. Michotte, Alberto. (U. Louvain, Belgium.) *Nuevos aspectos de la psicología de la percepción.* (New aspects of the psychology of perception.) *Rev. Psicol. gen. apl. Madrid*, 1952, 7, 297-327.—Conduct is actuated not so much by the external world as by the world as the individual perceives it. Perception is a function then both of the environment and of the structure of the personality. Behavior is a function of perception. This interdependence is the central problem of psychology. Despite the lack of correspondence between the phenomenological and the physical world, our responses are usually adequate for the adaptation of the organism. Perception is organized although not in accordance with physical laws of organization. This organization is primitive and not learned. This is a reversal of the older approach which started with the stimulus and sought the principles of organization. Modern psychology starts with phenomenology and seeks to determine what are the excitants upon which perception depends.—(G. B. Strother)

232. Moffitt, John Weldon. *Perceptual variables as influenced by manifest and threat-induced anxiety.* *Dissertation Abstr.*, 1954, 14, 400-409.—Abstract of Ph.D. thesis, 1953, U. Illinois.

233. Reece, Michael M. *The effect of shock on recognition thresholds.* *J. abnorm. soc. Psychol.*, 1954, 49, 165-172.—"The purpose of this study was to test deductions from reinforcement learning theory concerning visual recognition thresholds. The general hypothesis was that the recognition of nonsense syllables previously associated with electric shock will occur more readily if the experimental conditions enable S to escape from the shock than if escape is not possible.... The results suggest that the factor of escapability from shock in a noxious situation is a significant determinant of subsequent recognition thresholds of stimuli associated with that situation."—(L. N. Solomon)

234. Restle, Frank. *A theory of discrimination.* *Dissertation Abstr.*, 1954, 14, 558.—Abstract of Ph.D. thesis, 1954, Stanford U.

235. Van Liere, Edward J., Hess, Helen H., & Fedor, Edward J. (West Virginia U., Morgantown.) *The effect of painful stimuli on albino and on hooded rats.* *J. nerv. ment. Dis.*, 1954, 119, 72-74.—"Experimental evidence is presented which indicates that a painful stimulus, as measured by its effect on the propulsive motility of the small intestine, affected albino rats much more than rats of the hooded variety. It is suggested that hooded rats, which are more closely related to the wild rat, may be less susceptible to external painful stimuli than are albino rats."—(J. A. Stern)

236. Weinstein, Sidney. (New York U.) *Weight judgment in somesthesia after penetrating injury to the brain.* *J. comp. physiol. Psychol.*, 1954, 47, 31-35.—Significant differences in the constant errors of judgment of successively presented weights to the supported palm were found between human subjects having brain lesion determined sensory defects and those having brain lesions without sensory defect. The brain-injured sensory defect group over-estimated the weight on the affected hand; the brain lesion group without sensory defect showed under-estimation on the hand contralateral to the injury. Control groups with peripheral nerve injuries to arms or legs showed no reliable differences in their constant errors.—(L. I. O'Kelly)

237. Wharton, D. R. A., Miller, Gail Lorenz, & Wharton, Martha L. (Pioneering Res. Labs., U.S. Army Quartermaster Corps, Philadelphia.) *The odorous attractant of the American cockroach, Periplaneta Americana (L.) I. Quantitative aspects of the response to the attractant.* *J. gen. Physiol.*, 1954, 37, 461-469.—Female cockroaches emit an odorous attractant. The percentage of male roaches responding to an extract of the attractant varies with the log of the concentration. Olfactory adaptation is observed. A theory of adaptation is offered.—(S. S. Marzolf)

238. Wharton, D. R. A., Miller, Gail Lorenz, & Wharton, Martha L. *The odorous attractant of the American cockroach, Periplaneta Americana (L.) II. A bioassay method for the attractant.* *J. gen. Physiol.*, 1954, 37, 471-481.—A method of assay, known as the counterpoint test, employs two matched groups of

roaches and provides for a simultaneous titration of standard and unknown, and "has a statistical error of  $\pm 40$  per cent at a level of significance of 95 per cent."—(S. S. Murzolf)

(See also abstracts 60, 86, 1333, 1710)

#### VISION

239. **Alojuanine, Th., Lhermitte, F., Sabouraux, O., & de Ribeaucourt.**—Agnosie visuelle sans alexie. (Visual agnosia without alexia.) *Rev. neurol., Paris*, 1953, **89**, 158.—(See *Ophthalm. Lit.*, 1954, **7**(4), 531, abs. 2912.)

240. **Aldave, F.** *Recherches umbralométriques à la marine espagnole.* (Investigation of night vision in the Spanish navy.) *Bull. Soc. belge Ophthalm.*, 1953, No. 103, 149-153.—(See *Ophthalm. Lit.*, 1953, **7**(3), abs. 1196.)

241. **Alpern, Matthew, & Spencer, Richard W.** Variation of critical flicker frequency in the nasal visual field. *A.M.A. Arch. Ophthalmol.*, 1953, **50**, 50-63.—Measurements of the critical flicker frequency in the center and along the horizontal meridian in the nasal part of the visual field made every 1° for 2 observers showed that if variations in the size of the entrance pupil were prevented from influencing the amount of retinal illuminance the critical flicker frequency was successively less with increase in peripheral angle. If variations in the size of the entrance pupil were permitted to influence the amount of retinal illuminance, on the other hand, the critical flicker frequency for the peripheral field was higher than that for the central visual field.—(S. Renshaw)

242. **American Standards Association, Inc.** *American standard nomenclature and definitions in the field of colorimetry.* New York: American Standards Association, Inc., 1953. 11 p. 50¢.—A glossary of optical and color terms under the headings: (1) General; (2) Color-mixture Data; (3) Chromaticity Diagram; (4) Luminators; and (5) Colorimetric Calculations. Contains two tables: (1) 1931 CIE Standard Observer Color Mixture Data for the Spectrum; and (2) Relative Luminosity Factors.—(F. Ratliff)

243. **Armington, John C.** (Walter Reed Med. Center, Washington, D.C.) *Spectral sensitivity of the turtle, Pseudemys.* *J. comp. physiol. Psychol.*, 1954, **47**, 1-6.—Variation in the electroretinograms of the turtle with respect to wave form, stimulus intensity and spectral sensitivity are reported. In the dark-adapted eye, the ERG indicates maximal spectral sensitivity for long wave lengths. Data for one turtle in a discrimination box indicated maximal sensitivity at a shorter wave length. "These results are in agreement with the hypothesis that turtles possess both photopic and scotopic retinal mechanisms."—(L. L. O'Kelly)

244. **Bay, E.** (Ludolf Krehl Klinik, Heidelberg, Germany.) *Disturbances of visual perception and their examination.* *Brain*, 1953, **76**, 515-550.—Patients with cerebral lesions were examined for

acuity, color perception, adaptation, tachistoscopic presentation time and visual field defects. The concept of agnosia is examined and such disorders as failure to complete figures and hemianopic inattention are claimed to be the result of disorganization of the primary sensory functions.—(P. J. Hutt)

245. **Benchimol, R.** *Senso luminoso e anoxemia.* (Light sense and anoxaemia.) *Rev. méd. Aeronaut.*, 1952, **4**, 77-82.—(See *Ophthalm. Lit.*, 1954, **6**(7), 880, abs. 4714.)

246. **Bayne, J.** *La vision en milieu obscur ou vision scotopique et ses procédés d'évaluation.* (Vision in dim light or scotopic vision and the processes of its evaluation.) *Méd. aeronaut.*, 1952, **7**, 219-235.—(See *Ophthalm. Lit.*, 1954, **6**(7), 880, abs. 4715.)

247. **Brown, Robert H., & Conklin, Jack E.** The lower threshold of visible movement as a function of exposure-time. *Amer. J. Psychol.*, 1954, **67**, 104-110.—The threshold of visible movement decreases (becomes more acute) as exposure time is increased, this decrease becomes less as the exposure time becomes longer.—(J. A. Stern)

248. **Bücklers, Max.** *Changes in refraction during life.* *Brit. J. Ophthalm.*, 1953, **37**, 587-593.—Examples are offered indicating that individual changes in refraction are determined by endogenous factors and cannot be influenced by external conditions.—(D. Shaad)

249. **Callaway, Enoch, III, & Thompson, Samuel V.** (Naval Medical Research Institute, Bethesda, Md.) *Sympathetic activity and perception; an approach to the relationships between autonomic activity and personality.* *Psychosom. Med.*, 1953, **15**, 443-455.—4 experiments with adult subjects indicated that when given adequate distance cues the Ss will in matching the size of an object at about 200 cm. to an object at arm's length, make the far object relatively larger under conditions of experimentally induced sympathetic activity. It is reported, in a preliminary fashion, that these results suggest the effect of autonomic activity on personality to be that of an inverse feedback. 51 references.—(L. A. Pennington)

250. **Campbell, D. R., Gloster, J., Harrison, R., & Vertigan, J.** *Some inaccuracies in visual perception.* *Brit. orthoptic*, 1952, **9**, 58-59.—(See *Ophthalm. Lit.*, 1954, **6**(7), 890, abs. 4777.)

251. **Campbell, F. W., & Primrose, J. A. E.** *The state of accommodation of the human eye in darkness.* *Trans. ophthalm. Soc. U. K.*, 1953, **73**, 353-361.—(See *Ophthalm. Lit.*, 1954, **7**(4), 408, abs. 2158.)

252. **Carroll, Frank D., & Haig, Charles.** *Congenital stationary night blindness without ophthalmoscopic or other abnormalities.* *A.M.A. Arch. Ophthalmol.*, 1953, **50**, 35-44.—A family with congenital stationary night blindness is reported. Dark-adaptation tests, absence of the Purkinje phenomenon, electroretinography, and clinical studies indicated a complete lack of rod function. In peacetime these people are occasionally embarrassed by their handicap, but they lead almost normal lives; in wartime,



however, it is important for the ophthalmologist to recognize the condition, so that those affected will not be so placed that their disability may endanger themselves or others.—(S. Renshaw)

253. Chomelt, O. *Visual illusions in flight.* *IVth Cong. Pan-Amer. Ophthal.*, 1952, 1, 89-117.—A review of autokinetic, oculogyral and oculogravic illusions.—(Courtesy of *Ophthal. Lit.*)

254. Colenbrander, M. C. *Measurement of accommodation with a strongly negative lens.* *Ophthalmologica*, 1953, 126, 175-177.—Abstract.

255. Collier, George. (Indiana U., Bloomington.) *Probability of response and intertrial association as functions of monocular and binocular stimulation.* *J. exp. Psychol.*, 1954, 47, 75-83.—"The binocular Pr (Probability of Response) was found to be greater than the monocular Pr under all conditions, and it was argued that this result was not an artifact of the conditions of observation. Evidence was advanced for the hypothesis that stimulation of two eyes is functionally equivalent to doubling the area of stimulation in a single eye under the conditions of the present experiment. On the assumption of the peripheral origin of the associative effect, the expected reduction of the intertrial associative effect was not found, and it was concluded that the effect is nonperipheral in origin." 19 references.—(J. Arbit)

256. Eckstrand, Gordon A., & Wickens, Deles D. *Transfer of perceptual set.* *J. exp. Psychol.*, 1954, 47, 274-278.—Hypothesized that a training task establishes perceptual sets and that utilization of cues in a different, but similar, task will be a function of the relevant cue patterns learned in the training task. Using variously colored forms found that the best learning occurred in the group of Ss where only one dimension, either form or color, was relevant to solution of the pretraining tasks, and where this was the only dimension in the test task.—(J. Arbit)

257. Engelmann, C. *Versuche über den Gesichtskreis des Huhns.* (The field of vision of the hen.) *Z. Tierpsychol.*, 1953, 7, 91-102.—(See *Ophthal. Lit.*, 1954, 6(7), 881, abs. 4722.)

258. Fasanaro, G. *Studi sulla rapidità della percezione visiva. Nota II. Rapidità di percezione visiva di immagini in movimento in alcune affezioni neuropsichiatriche.* (Investigations on the speed of visual perception. II. Speed of perception for moving pictures in several neuro-psychiatric conditions.) *Acta neurol. Napoli*, 1952, 7, 323-331.—(See *Ophthal. Lit.*, 1954, 6(7), 887, abs. 4763.)

259. Fasanaro, G., & Vetrano, G. *Studi sulla rapidità della percezione visiva. III. Influenza della stimolazione vestibolare sulla rapidità di percezione visiva.* (Studies on the speed of visual perception. III. Influence of vestibular stimulation on the speed of visual perception.) *Acta neurol. Napoli*, 1952, 7, 645-661.—(See *Ophthal. Lit.*, 1954, 6(7), 887, abs. 4764.)

260. Fujiwara, Kiutan, & Obenoi, Tono. (Tokyo U. of Educ., Japan.) *Zukui zenkō no kenkyū II.* (Quantitative analysis of figural after-effect II. Ef-

fects of inspection time and intensity of light stimulus upon the amount of figural after-effect.) *Jap. J. Psychol.*, 1953, 24, 114-120.—The T.F. (test-figure) tended to be overestimated when the I.F. (inspection-figure) was half its size, and underestimated when the I.F. was the same size or twice the size of T.F., the amount of effect increasing with the increase in inspection time. An increase in the intensity of the I.F. by means of light stimulus increased the amount of figural after-effects, but varying the intensity by use of achromatic papers of different brightness or difference in the brightness of the field had no differential effect. In Japanese. English abstract p. 177-178.—(A. M. Niyekawa)

261. Gilbert, M. *Definition of visual acuity.* *Brit. J. Ophthal.*, 1953, 37, 661-669.—The visibility of grating patterns was studied, with possible application to television viewing.—(D. Shad)

262. Ginsburg, B. L. (U. Reading, Eng.) *Small involuntary movements of the eye.* *Brit. J. Ophthal.*, 1953, 37, 746-754.—Records of involuntary movements using a contact lens show that the visual image can be maintained on a fixed region of the fovea about 100  $\mu$  in diameter.—(D. Shad)

263. Gloster, J. *Factors influencing the visual judgment of the vertical direction.* *Trans. ophthal. Soc. U. K.*, 1953, 73, 421-433.—(See *Ophthal. Lit.*, 1954, 7(4), 401, abs. 2104.)

264. Gordon, D. A., Zeldner, J., Zagorski, H. J., & Uhlenor, J. E. (Personnel Research Branch, TAGO, Dept. Army, Washington, D.C.) *Visual acuity measurements by wall charts and ortho-rater tests.* *J. appl. Psychol.*, 1954, 38, 54-58.—Visual acuity scores obtained on Ortho-Rater plates were compared with visual acuity scores on duplicate wall charts, using letter and modified Landolt ring targets. Test and retest scores were obtained for 117 soldiers. (1) The two methods were of equal difficulty, except for slight discrepancies introduced by photographic reduction of the charts used in the Ortho-Rater. (2) The Ortho-Rater test-retest reliabilities were significantly higher than the wall chart reliabilities. (3) The correlations between the Ortho-Rater and wall chart scores were about as high as the reliabilities of the scores.—(P. Ash)

265. Grzimek, B. *Versuche über das Farbsehen von Pflanzenessern. I. Das farbige Sehen (und die Sehschärfe) von Pferden.* (Colour vision in herbivorous animals. I. The colour vision (and vision) of horses.) *Z. Tierpsychol.*, 1952, 9, 23-39.—(See *Ophthal. Lit.*, 1954, 6(7), 882, abs. 4728.)

266. Günther, N. *Der Einfluss von Sehfeldberandung und Helligkeit auf die Grössenwahrnehmung von Objekten.* (The influence of the limitation of the field of vision and brightness on perception of the size of objects.) *Optik*, 1952, 9, 222-224.—(See *Ophthal. Lit.*, 1954, 6(7), 886, abs. 4759.)

267. Harrison, E. R. *Visual acuity and the cone cell distribution of the retina.* *Brit. J. Ophthal.*, 1953, 37, 538-542.—Some details of the implications of Polyak and Ludvig on the acuity gradient of the

visual field and the gradient of cone separation of the retina are discussed.—(D. Shoad)

268. Hochberg, Julian E. (Cornell U., Ithaca, N. Y.), & Bock, Jacob. *Apparent spatial arrangement and perceived brightness.* *J. exp. Psychol.*, 1954, 47, 263-266.—"In order to determine whether perceived brightness can be brought into one-to-one correspondence with stimulus illumination relationships any more than with absolute illumination intensities, we made judgments of the brightness of a target which, under constant or controlled conditions of illumination, was made to appear to be either perpendicular or parallel to the apparent direction of illumination. Since substantially the same illumination distributions produced different perceived brightnesses, analyses of brightness constancy in terms of stimulus illumination cannot at present be considered complete explanations."—(J. Arbib)

269. Honda, H. (*Spatial summation of the retina, especially concerned with the Kohlrausch band phenomenon.*) *Acta Soc. ophthalm. jap.*, 1953, 57, 364-367.—In Japanese. (See *Ophthalm. Lit.*, 1953, 7(3), abs. 1194.)

270. Ishizuka, Tatsuo. (Osaka U. Med. Sch., Japan.) *Studies on flicker phenomena.* *Osaka Daigaku Igaku Zasshi*, 1952, 4(5-6), 33-41.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1321, abs. 13511.)

271. Johnson, M. L. *Seeing's believing.* *New Biol.*, 1953, No. 15, 60-80.—First part of this article is devoted to the role of learning and subjective elements in seeing, illustrated by the description of some recent work on the nature of perception. In the second part the author discusses the implication of these new facts for the understanding of some of the problems of observation in biology. "In biological observation then, as in seeing in ordinary life, the stimulus pattern is interpreted, not simply received; and the interpretations are made according to pre-conceptions which are only partly if at all recognized." The author describes an experiment in biological observation made with medical students and analyzes perceptual differences between statements of facts and statements which include inferences or interpretations.—(M. Choyowski)

272. Kerli, P., & Keiler, A. *Détermination par dressage d'un seuil absolu de réaction à des stimuli photiques chez des souris privées de cellules visuelles.* (The determination by training of the absolute threshold to light of rodless mice.) *C. R. Soc. Biol., Paris*, 1953, 147, 490-492.—(See *Ophthalm. Lit.*, 7(3), abs. 1198.)

273. Kephart, Howell C., & Deutsch, Stanley. (Purdue U., Lafayette, Ind.) *Effect of illumination on scores with instrument acuity tests.* *J. appl. Psychol.*, 1954, 38, 59-60.—To evaluate the effect of variation in illumination on Ortho-Rater scores, acuity measurements were collected from 55 college students. Illumination was varied from 10 to 125% of standard. Near and far acuity scores, for both eyes and for the right eye, were tabulated. Decreases in illumination as great as one-fourth of standard, or in-

creases as great as one-fourth of standard, did not affect visual acuity scores. Near acuity suffers to a greater degree than far acuity scores when illumination is decreased more than 25%.—(P. Ash)

274. Kirk, John E., & Chioffi, Margaret. (Washington U., St. Louis, Mo.) *Hypovitaminosis A.* *J. clin. Nutr.*, 1952, 1, 37-43.—A group of 23 aged individuals with low vitamin A plasma concentrations (about 6 microg./100 cc.) were given a daily supplement of 30,000 units of vitamin A for one year. In 4 months the plasma concentration reached a value of about 45 microg./100 cc. and remained at this level during the remaining 8 months of treatment. Dark adaptation time was measured by a Feldman adaptometer. The mean of 434 sec., obtained before the commencement of vitamin therapy, was not significantly different from the mean value of "normal" individuals in the age group 60 to 90 years. Treatment with vitamin A did not result in any notable decrease in the adaptation time for the group as a whole. A large reduction of the dark adaptation time was noted in 4 individuals. This was interpreted as indicating that the initial prolonged adaptation time was due to vitamin deficiency.—(J. Brožek)

275. Kluyckens, J., & Titcus, J. *Examen électro-encéphalographique du champ visuel.* (Electro-encephalographic examination of the visual field.) *Ophthalmologica*, 1953, 126, 129-147.—In normals and in organic variations, the clinical limits correspond to the E-E limits. In functional variations these limits do not correspond. Malingering can be detected by the method.—(S. Renshaw)

276. Komponovskiy, B. *Nuevos principios de la ciencia del color; el problema de la percepción del color de los objetos.* (New principles of the science of colour; problem of the perception of the colour of objects.) *Acta argent. fisiol.*, 1952, 2, 233-343.—(See *Ophthalm. Lit.*, 1954, 6(7), 882, abs. 4731.)

277. Kurosaki, N. (*Studies on the mechanism of the light sense from the standpoint of the light quantum theory and the probability theory.*) *Folia ophthalm. jap.*, 1953, 4, 266-275. In Japanese.—(See *Ophthalm. Lit.*, 1953, 7(3), abs. 1191.)

278. Landahl, H. D. (U. Chicago, Ill.) *Mathematical biophysics of color vision.* *Bull. Math. Biophys.*, 1953, 14(4), 317-325.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1321, abs. 13512, and *Ophthalm. Lit.*, 1954, 6(7), 882, abs. 4730.)

279. Meyer zum Gotschborg, A. (U. Koeln, Germany.) *Störungen der visuellen Wahrnehmung nach Vestibularläsion.* (Difficulties of vision in non-functioning vestibular nerves.) *Arch. Ohr. usw. Heilk.*, 1952, 162, 62-66.—There may be peculiar disorders of vision in bilateral dysfunction of the vestibular nerve, e.g. poor sharpness of a picture in movements of the head and the body, sometimes pseudo-movements. These functional disorders can be proved objectively by a simple shaking test of the head. In a normal patient there are no difficulties in his vision, whereas in cases of bilateral dysfunction

of the vestibular nerve the sharpness of vision is reduced to 6/15 or even 6/20.—(P. L. Krieger)

280. Monnier, A. M. *La vision nocturne des sources lumineuses ponctuelles. Analyse de leur apparence étoilée.* (Scotopic vision of point sources. Analysis of their starlike appearance.) *C. R. Soc. Biol. Paris*, 1953, **147**, 591-592.—(See *Ophthalm. Lit.*, 1954, **7**(4), 390, abs. 2045.)

281. Nasu, A. (Studies on the visual functions of various portions of the retina. (III).) *Rinshō Ganka*, 1953, **7**, 116-118.—In Japanese. (See *Ophthalm. Lit.*, 1953, **7**(3), abs. 1190.)

282. Niedermeyer, S. *Prüfung des nächtlichen Sehvermögens mittels Radium-Adaptometers.* (Examination of night vision by a radium adaptometer.) *Klin. Mbl. Augenheilk.*, 1953, **123**, 230-231.—(See *Ophthalm. Lit.*, 1954, **7**(4), 390, abs. 2046.)

283. Otter, J. M., Yunta, J., & Solis, M. *Unabhängigkeit der Form bei der Bestimmung der Wahrnehmungsschwellen.* (Independence of form in establishing perceptual thresholds. The area of the stimulus as a decisive factor.) *Optik*, 1952, **9**, 443-448.—(See *Ophthalm. Lit.*, 1954, **6**(7), 881, abs. 4719.)

284. Purvis, V. Some considerations upon the value of early visual acuity tests in the school child. *Trans. ophthalm. Soc. U. K.*, 1953, **73**, 415-419.—(See *Ophthalm. Lit.*, 1954, **7**(4), 405, abs. 2130.)

285. Rock, Milton L. (Hay Associates, Philadelphia, Pa.) *Visual performance as a function of low photopic brightness levels.* *J. appl. Psychol.*, 1953, **37**, 412-427.—The effects of low photopic brightness on performance of four types of visual tasks were investigated under five brightness levels in the range .005 foot-lamberts to 1.00 foot-lamberts. The tasks were: judgment of the magnitude of the Müller-Lyer effect, absolute threshold for motion, depth perception, and a simple addition task. For each task a critical brightness level was found below which performance was increasingly poor, and above which performance improved relatively little or not at all. The critical level for motion threshold was .1 foot-lamberts; for the other tasks it was .05 foot-lamberts. 42 references.—(P. Ash)

286. Rosemann, H. U., & Buchmann, H. H. (U. Marburg, Germany.) *Zur Deutung des Pulfrich-Effektes. 2. Mitteilung.* (The meaning of the Pulfrich effect. 2.) *Z. Biol.*, 1952, **105**, 134-146.—By means of an electrical registration procedure, the author attempted to objectively prove the optokinetic movements of the eye during observation of the Pulfrich effect. On the basis of the results in this respect, it can be stated that during fully existent Pulfrich effect, the to and fro swinging ball must not necessarily disturb the equilibrium of the stabilizing factors of the field of vision and give a sufficiently strong impulse for more pronounced optokinetic movements of the eye beyond 1° to 2°. The author furthermore discusses a number of inevitable causes of biological origin for intercurrent disturbances of the course of the curve (action potential of the musculature of the neck while

moving the head and breathing) and the limits of his procedure.—(P. L. Krieger)

287. Schlenger, O., & Schmid, L. *Altération du champs visuel après l'effort musculaire.* (Changes of the visual field after muscular exertion.) *Studi Med. Chir. Sport*, 1952, **6**, 291-300.—(See *Ophthalm. Lit.*, 1954, **6**(7), 1002, abs. 5575.)

288. Schubert, G. *Auslöschungs-Phänomene an bewegten Lichtmarken.* (The extinction phenomenon of moving light sources.) *Z. Biol.*, 1953, **106**, 167-170.—(See *Ophthalm. Lit.*, 1954, **7**(4), 393, abs. 2060.)

289. Senders, Virginia L. (Antioch Coll., Yellow Springs, O.) *On reading printed matter with interrupted light.* *J. exp. Psychol.*, 1954, **47**, 135-136.—A re-examination of the data published by Geratwohl and Taylor (see **28**: 6241) concluding (1) that the results are not similar to those produced by the Talbot effect and (2) what the data actually show is that regardless of the flash frequency used, less energy is required for resolution when the light is interrupted than when it is steady.—(J. Arbib)

290. Siebeck, R. *Akkommodationsimpuls und Akkommodationserfolg unter medikamentösem Einfluss.* (The effect of drugs upon the accommodation.) *v. Graefes Arch. Ophthalm.*, 1953, **153**, 438-450.—(See *Ophthalm. Lit.*, 1954, **7**(4), 409, abs. 2161.)

291. Smith, Arthur, & Browne, R. C. *Binocular vision of miners with nystagmus.* *Brit. J. Ophthalm.*, 1953, **37**, 609-615.—52% of men with miners nystagmus have full stereopsis compared with 93% of those without nystagmus.—(D. Shaad)

292. Smith, Kendon. (Pennsylvania State U., State College.) *'Attraction' in figural after-effects.* *Amer. J. Psychol.*, 1954, **67**, 174-176.—A number of samples of test figures which will produce the "attraction effect" in figural after-images are described and reproduced.—(J. A. Stern)

293. Sorsby, Arnold, & Shorlidan, Michael. *Changes in the refractive power of the cornea during growth; observations on the rabbit.* *Brit. J. Ophthalm.*, 1953, **37**, 555-558.—There is a decline in the refractive power of the cornea with growth with little change in the total refraction of the eye.—(D. Shaad)

294. Spurling, Harry George. *Some comparisons among spectral sensitivity data obtained in different retinal locations and with two sizes of foveal stimulus.* *Dissertation Abstr.*, 1954, **14**, 190.—Abstract of Ph.D. thesis, 1953, Columbia U.

295. Steinitz, W. *Allgemeine Theorie der binokularen Raumwahrnehmung.* (General theory of binocular space perception.) *Psychol. Forschg.*, 1952, **24**, 93-132.—(See *Ophthalm. Lit.*, 1954, **6**(7), 886, abs. 4754.)

296. Suzuki, A. *Influence of background illumination on the latent period of visual sensory response.* *Acta Soc. ophthalm. Jap.*, 1953, **57**, 601-606.—(See *Ophthalm. Lit.*, 1954, **7**(4), 399, abs. 2093.)

297. Tanabe, I. *On the photosensitive substance in the chicken retina.* *Jap. J. Physiol.*, 1953, **3**, 95-101.—(See *Ophthalm. Lit.*, 1953, **7**(3), abs. 1165.)



298. Teitelbaum, Harry A. (1801 Eutaw Place, Baltimore 17, Md.) **Spontaneous rhythmic ocular movements; their possible relationship to mental activity.** *Neurology*, 1954, 4, 350-354.—Differences in rhythmic eye movements during silence and while talking, with eyes gazing into distance and when fixed on objects, showed more eye movements to occur during silence and with eyes gazing into distance. Neurological and psychological implications are discussed.—(L. I. O'Kelly)
299. ten Doesschate, J. **Observations on the entopic foveal "chagrin."** *Ophthalmologica*, 1953, 126, 148-156.—A small moving spot of light through the sclera falling in the fovea has a shining appearance and "looks like chagrin [shagreen] leather." It moves parallaxically in a direction opposite to the direction of movement of the light source. The shagreen "is probably caused by reflection on the nerve fibers of the fovea."—(S. Renshaw)
300. Terstenjak, Anton. **Fenomenološka razčlenitev barv.** (Phenomenological analysis of colors.) Ljubljana: Accad. Sci. Slovenica, Classis I: Historia et sociologia, Dissertationes 1, 1950. 93 p.—The question of the essential attributes or dimensions of colors is solved by means of the distinctions between the essential dimensions and the concrete phenomena of colors. It is proved that the intensity, insistence and distinctness of colors are not an essential attribute of them. It follows that the essential attributes of colors are only the hue, brightness and saturation. The concrete phenomena of colors are divided into static and dynamic ones. The static phenomena are again divided into three groups, viz., (1) phenomena which depend on the material (flat, surface, transparent, and space colors); (2) phenomena which depend on the illumination (mirror, brilliancy, and radiance); and (3) phenomena which are psychically integrated (hard or soft, loud, subdued, obtrusive or discreet, fresh or faded colors). There are also three kinds of dynamic color phenomena, viz. flicker, glow, and scintillation. 13 figures, 53-item bibliography. French summary.—(A. Terstenjak)
301. Thomas, E. **Zum "Farbensinn" einiger Bufoniden.** (The "colour vision" of some Bufonidae.) *Naturwissenschaften*, 1953, 40, 322-323.—(See *Ophthalm. Lit.*, 1953, 7(3), abs. 1209.)
302. Towe, Arnold Lester. **A study of figural equivalence in the pigeon.** *Dissertation Abstr.*, 1954, 14, 559.—Abstract of Ph.D. thesis, 1953, U. Washington.
303. Umetani, S. **Influence of illumination upon the power of accommodation.** *Acta Soc. ophthalm. jap.*, 1953, 57, 1321-1324.—(See *Ophthalm. Lit.*, 1954, 7(4), 408, abs. 2157.)
304. Wagenaar, J. W. **Remarks on seeing upright.** *Ophthalmologica*, 1953, 126, 173-174.—Abstract.
305. Walls, Gordon L., & Neath, Gordon G. (U. California, Berkeley.) **Typical total color blindness reinterpreted.** *Acta Ophthalmol.*, 1954, 32, 253-297.—After a survey and reinterpretation of the literature the thesis is offered that, in typical total color blindness (achromasy), the retina contains structurally and functionally normal cones, but that these are all of the kind that mediates the blue component of color vision.—(M. M. Berkun)
306. Weale, R. A. **Some aspects of total colour blindness.** *Trans. ophthalm. Soc. U. K.*, 1953, 72, 241-249.—(See *Ophthalm. Lit.*, 1954, 7(4), 397, abs. 2081.)
307. Westheimer, Gerald (U. Houston, Tex.), & Conover, Donald W. **Smooth eye movements in the absence of a moving visual stimulus.** *J. exp. Psychol.*, 1954, 47, 283-284.—"It was demonstrated that eye movements fitting in all respects the conventional description of smooth or pursuit movements can occur in the absence of a moving visual stimulus in a situation where there is no reason to expect a lower reflex arc to be in operation. It has generally been believed that such movements require for their initiation the presence of a moving visual stimulus. The evidence presented here suggests that, at least in the case of the present two Ss, the pathways subserving smooth movements can be activated without a moving visual stimulus."—(J. Arbit)
308. Weston, H. C. (U. London, Eng.) **Visual fatigue.** *Illum. Engng.*, N.Y., 1954, 49, 63-74.—A general discussion.—(G. Westheimer)
309. Wette, Reimut. (U. Heidelberg, Germany.) **Outlines of a new theory of photoreception.** *Bull. Math. Biophys.*, 1953, 15(3), 251-260.—(See *Biol. Abstr.*, Sec. B, 1954, 28(6), 1322-1323, abs. 13524.)
310. Wheeler, Maynard C. **Strabismus; review of the literature.** *A.M.A. Arch. Ophthalmol.*, 1953, 50, 109-122.—A summary and review of the literature of 1952 on squints—covering etiology, peripheral fusion, amblyopia, anomalous correspondence, examination methods, eso and exotropia, alternating hypertropia, surgical and non-surgical treatment. Reports, pro and con, on the value of orthoptic training are given.—(S. Renshaw)
311. Yonemura, D., & Ishizaka, N. **Some appearances of the electrical excitability of the retina in a case of congenital total colour-blindness.** *Rinsbō Ganka*, 1952, 6, 154-161.—(See *Ophthalm. Lit.*, 1954, 6(7), 684, abs. 4740.)

(See also abstracts 50, 53, 63, 66, 346, 1300, 1670, 1699)

#### AUDITION

312. Ades, Harlow W. (Emory U., Ga.) **Hearing.** *Annu. Rev. Physiol.*, 1954, 16, 391-402.—A survey of the literature from June 1951 to June 1953 pertinent to central auditory pathways. The material is summarized under the following headings: End organ, Central auditory system, Frequency localization, Acoustic trauma, and Effects of drugs on hearing. 59 references.—(M. J. Wayner, Jr.)
313. Becking, A. G. Th. (Phillips Res. Lab., Eindhoven, Netherlands.) **Perception of airborne sound in the thorax of deaf children.** *Proc. Int.*

*Course Paedo-Audiology, Groningen Univ., 1953, 68-71.*—Pure tones between 60 and 4000 cps were presented by loudspeaker to 14 deaf girls (11-16 yrs. of age) who were situated 3 to 6 feet from the speakers. The tones were presented at intensity levels ranging from 70 to 110 decibels. Standard audiometric techniques were employed in obtaining thresholds. Subjects indicated that they felt the lower frequencies (below 500 cps) in the chest region. Some subjects also indicated they sensed the lower tones with their feet. There were no apparent differences among the subjects for chest sensitivity.—(J. J. O'Neill)

314. **Boruck, Leo L.** (Massachusetts Institute of Technology, Cambridge.) *Acoustics*. New York: McGraw-Hill, 1954. x, 481 p. \$9.00.—In its first nine chapters, this textbook discusses the physics and engineering aspects of the basic wave equation, sound radiation, acoustical system components, microphones, loud speakers, and horns. The last four chapters are of psychoacoustical interest in their discussions of sound in enclosures, noise reduction, hearing, speech intelligibility, and psychoacoustic comfort criteria. Decibel conversion tables are given in the appendix.—(C. M. Lourtir)

315. **Blechnmidt, E.** (U. Goettingen, Germany.) *Funktionsentwicklung des Corti'schen Organs*. (Development of the function of Corti's Organ.) *Arch. Ohr, usw. Heilk.*, 1952, 162, 35-52.—The fetal morphological development of Corti's organ is important for the physiological development in men, the fetal stages showing a development of its functions. The author started experimental analysis. The well-known fetal cerebral deafness does not exclude that the sensory cells of the fetal organ of Corti are functioning during their development primitively. A final result is not yet possible.—(P. L. Krieger)

316. **Carliss, Edith L. R., & Burkhard, M. D.** (Nat. Bur. Standards, Washington, D.C.) *A probe tube method for the transfer of threshold standards between audiometer earphones*. *J. acoust. Soc. Amer.*, 1953, 25, 990-993.—Two procedures are described for determining the transformation function between two sets of earphones. The first is a psychophysical procedure involving loudness balancing; the second is an objective probe-tube measurement of the sound-pressure level inside the ear canal. The results of the two procedures are considered to be in fair agreement.—(I. Pollack)

317. **Dix, M. R.** (National Hosp. Queen Square, London, Eng.) *The "poopshow" procedure*. *Proc. Int. Course Paedo-Audiology, Groningen Univ., 1953, 107-113.*—A description of a binatural, pure tone testing procedure for children from the ages of 3 to 6 years. The test conditions the child to a tone-light combination with a picture being presented for each correct response. Follow-up studies of 40 children tested indicated that the method had a high degree of validity. Such a method of pure tone audiometry allows for accurate educational placement and assessment of the progress of the deafness.—(J. J. O'Neill)

318. **Glorig, Aron.** (Walter Reed Army Medical Center, Washington, D.C.) *Screening techniques for the assessment of hearing loss*. *Proc. Int. Course Paedo-Audiology, Groningen Univ., 1953, 23-28.*—A description is given of a pure tone audiometric screening device. The test is automatically administered and can be operated by the individuals being tested. Five frequencies (500, 1000, 2000, 4000 and 8000 cps) are tested. Both ears are tested simultaneously with the test tones being divided between the two ears in a predetermined pattern. From 1 to 50 persons can be tested at a time. The test was originally developed for use in military testing but has also been validated with children from the ages of 8 to 12. Statistical comparisons between threshold tests and the screening test resulted in correlations above .90.—(J. J. O'Neill)

319. **Hartman, E. B.** (Submarine Base, New London, Conn.) *The influence of practice and pitch-distance between tones on the absolute identification of pitch*. *Amer. J. Psychol.*, 1954, 67, 1-14.—Judgment of tones of equal appearing intervals (50, 100, 200, or 300 mels) were made by 4 groups of subjects who were required to identify by number each of 9 pure tones 48 times per week for a period of 8 weeks. During the initial 7 weeks correct answers were given after each judgment, in the last week no corrections were given. Learning takes place slowly and is incomplete after 8 weeks where small pitch-separations have to be judged, with wider separations learning is rapid and complete within a few practice sessions. Forgetting, which was measured two months after last trial indicated that stability of judgment tends to increase with size of pitch-distance between tones in the series.—(J. A. Stern)

320. **Helmholtz, Hermann L. F.** *On the sensations of tone as a physiological basis for the theory of music*. (2nd English ed.) (Reissue.) New York: Dover Publications, 1954. 6, xix, 576 p. \$4.95.—This is an exact reissue of the 2nd English edition, translated from the 4th German edition, with additional notes, by Alexander J. Ellis, first published in 1885. An introduction to this reissue by Henry Margenau includes a brief biography and a bibliography of Helmholtz.—(C. M. Lourtir)

321. **Hutzing, Henk C.** (Groningen U., Netherlands.) *Assessment and evaluation of hearing anomalies in young children*. *Proc. Int. Course Paedo-Audiology, Groningen Univ., 1953, 88-97.*—A discussion of the types of audiometric tests to be administered to acoustically handicapped children. A seven step conditioned response type of threshold test is described, along with above threshold tests (tests of loudness function). Also discussed is the diagnostic significance of 6 types of audiometric curves and the classification of degree of hearing impairment under four class headings. Three types of response to above threshold tests are described including recruitment and lingering thresholds.—(J. J. O'Neill)

322. **Huizinga, Eelco.** (Groningen U., Netherlands.) **The sense of hearing—its significance in human beings.** *Proc. Int. Course Paedo-Audiology, Groningen Univ.*, 1953, 9-15.—A general discussion of 3 topics, the development of the Institute for the deaf mute in Groningen, the development of language in children, and the significance of information theory to research in communication.—(J. J. O'Neill)

323. **Kelly, J. C.** (U. Illinois, Urbana.) **A summer residential program in hearing education.** *J. Speech Hearing Disorders*, 1954, 19, 17-27.—Description of 40 children in attendance at the University of Illinois summer residential program: 22 hard of hearing, 13 cleft palate and 5 cerebral palsied, in an age group of 10 to 17 years. An all day program in hearing education demands a structure that will sustain the interest of the child as well as provide a satisfactory gain in the skills necessary for improved communication. Group methods in hearing education as described appear to be quite satisfactory in producing measured gains in performance. Theatre and music therapy as complementary activities in such an educational program appear promising. A rotating plan of talker-listener group education was utilized with significant improvement.—(M. F. Palmer)

324. **Kietz, Hans.** (Atlas Werke A.G., Bremen, Germany.) **Das Problem des räumlichen Richtungshörens.** (The problem of dimensional hearing.) *Zeitschr. Laryng., Rhin., Otol.*, 1952, 31, 91-94.—Whereas there is sufficient explanation how we can distinguish between the right and left side, we cannot explain the impression "before-behind" and "below-above" with regard to our dimensional hearing. The author tries to prove by several tests that our auricle has a special meaning for dimensional hearing. Every disturbance of it diminishes the capability to distinguish between "before-behind."—(P. L. Krieger)

325. **Kietz, Hans, & Zangemeister, Hans.** **Vergleich zwischen dem normalen Hören mittels Gehörknöchelchen und dem Hören über den Kopf als schall auffangendes Organ.** Comparison between hearing by the ossicular chain and by the total head, being the sound perceiving organ.) *Zeitschr. Laryng., Rhin., Otol.*, 1952, 31, 303-307.—A part of the sound is always conducted by the bony skull beside the hearing by the ossicular chain. The hearing by bone conduction is about 40% less in intensity than normal ear hearing. In middle ear diseases, however, the head hearing can be more in intensity than ear hearing. The speech test in those patients with closed ears is surprisingly good.—(P. L. Krieger)

326. **Kobrak, F.** **Über Schizakusis.** (On schizakusis.) *Arch. Ohr. usw. Heilk.*, 1951, 157, 543-548.—Schizakusis means a pathological split-up of hearing. The connections between this and normal hearing with the dualism of cochleo-vestibular principles are discussed. It is a discrepancy between tone and speech hearing and is a pathological variation of this dualism. Its existence is connected with vestibular elements in the auditory path.—(P. L. Krieger)

327. **Kurland, Shabso M.** (Columbia U., New York.) **The lack of generality in defense mechanisms as indicated in auditory perception.** *J. abnorm. soc. Psychol.*, 1954, 49, 173-177.—"Recent studies of perceptual behavior have demonstrated that there is a change in recognition threshold as a function of the 'emotionality' attached to a stimulus. It has been proposed that the change in threshold is a function of the type of mechanisms used to cope with anxiety generally. Since there is reason to doubt the generality of this assertion, this study was undertaken to test the hypothesis that those patients who use intellectualization as the preferred type of mechanisms to handle anxiety will perceive emotional words at lower thresholds than those patients who use predominantly repressive mechanisms." Results indicate no difference in perceptual recognition thresholds for the two groups of patients. Combined patient groups, however, had lower thresholds than normals.—(L. N. Solomon)

328. **Meyer, Max F.** **A test of the hydraulic theory of cochlear mechanics through multiple frequency beats.** *Amer. J. Psychol.*, 1954, 67, 39-55.—"The present article reports what musical observers testify they hear when they listen to tones of various ratios and it relates their testimony to auditory theory—in particular to the hydraulic theory. This article is a complement to my recent study on cochlear mechanics, acquaintanceship with which is presupposed." (See 28: 2138.)—(J. A. Stern)

329. **Ranke, O.** (U. Erlangen, Germany.) **Tonhöhe und Frequenz.** (Tone-pitch and frequency.) *Arch. Ohr. usw. Heilk.*, 1951, 159, 337-339.—Physical research of the vibrations of the ear is not very far advanced. So it is impossible to state in every case, whether a change of the tone-pitch is due to physical or physiological cause. As example the author mentions interference. There have been two explanations up to now in connection with an article by Albert, Erlangen 1951. The author adds a third possibility of explanation, based on the hydrodynamics of the cochlea. He shows that the Fourier analysis is only a special coincidence, which is not realized in the ear.—(P. L. Krieger)

330. **Schovill, William E.** (Woods Hole (Mass.) Oceanographic Institution, Woods Hole.), & **Lawrence, Barbara.** **High frequency auditory response of a bottlenosed porpoise *Tursiops truncatus* (Montagu).** *J. acoust. Soc. Amer.*, 1953, 25, 1016-1017.—The upper frequency limit of hearing of a porpoise was determined to be of the order of 120 kc. This compares well with bone-conducted thresholds of man. Several points on sound phonation and echo-location are also considered.—(I. Pollack)

331. **Schubert, K.** (U. Bonn, Germany.) **Über die Prüfung des Tonhöhenunterscheidungsvermögens.** (On the examination of the capability to distinguish between tone-pitches.) *Arch. Ohr. usw. Heilk.*, 1951, 159, 339-353.—When explaining the connections between tone and speech hearing, we have to consider not only the loudness, but the capability of dis-



tinguishing between tone-pitches, too. If there is an improvement after therapy, as ultra-sound in otosclerosis, catheterizations etc, we have to watch for improved capability of distinguishing the tone-pitch. —(P. L. Krieger)

332. **Snijders, J. Th.** (Groningen U., Netherlands.) **Psychology of hearing and non-hearing.** *Proc. Int. Course Paedo-Audiology, Groningen Univ., 1953, 16-22.*—Hearing is the most integral human form of experiencing the world and the self. It plays a primary part in the construction of the external and internal world and is of decisive importance to the development of personality. A serious loss of hearing at birth will act as a serious obstruction to the development and existence of the individual with such a loss. —(J. J. O'Neill)

333. **Timm, Claus.** (U. Mainz, Germany.) **Die Schwellenkurve für das Knochenhören.** (Threshold audiogram in bone conduction.) *Z. Laryng., Rhin., Otol., 1951, 30, 133-139.*—The threshold audiogram of air conduction between 15 and 20 kilohertz. That means, there is a bone hearing outside of the range for air hearing. The discovery of this was made possible by using high sound intensities. Hearing in this area had always the same quality and was perceived with different intensity according to the localization of application. There might be an upper limit around 200 Kilohertz. The physiological causes of this fact are discussed. —(P. L. Krieger)

334. **Telhurst, Gilbert C.** (U.S.N. Acoustic Lab., Pensacola, Fla.) **Audibility-recognition sound pressure functions of the voiced cognate consonants.** *J. Speech Hearing Disorders, 1954, 19, 28-36.*—Eight consonant sounds (g b v d z ʃ zh and j) and the single vowel (U) were presented in random to 288 subjects. (1) Audibility thresholds of the 8 consonants were not significantly different. (2) Soundpressure levels for audibility except initial (d) were significantly above vowel audibility. (3) Except for initial (g) identifying sound-pressure levels were significantly above detection level 50 per cent of the time. (4) There were real differences in recognition between the initial position and the final position, but no consistent pattern. (5) Errors occurred in random patterns. (6) Audibility thresholds were probably close to pure tone. —(M. F. Palmer)

335. **van Dishoeck, H. A. E., & De Nooy, H. F.** (University Hosp., Leyden, Netherlands.) **The technique of continuous audiometry in children.** *Proc. Int. Course Paedo-Audiology, Groningen Univ., 1953, 62-67.*—Continuous audiometry enables the audiologist to record the hearing loss for all frequencies rather than in octave intervals. A sweep frequency audiometer with a range from 100 to 12,000 cps equipped with a specially developed recording method is employed for such testing. The earphones used with the audiometer are so calibrated that a zero isophone can be established. The frequency of the test tone is varied, while the intensity of the stimulus remains constant. Various test procedures to be used with children are discussed. The continuous method

of testing gives more rapid and accurate results than standard, octave audiometry. —(J. J. O'Neill)

336. **Weiland, E.** **Ermittlung objektiver Hörkurven mit Hilfe eines modifizierten Stenger'schen Versuchs am Audiometer.** (Objective audiograms by a modified Stenger's test.) *Zeitschr. Laryng., Rhinol., Otol., 1952, 31, 259-260.*—A positive result in a Stenger's test or its modifications allows the discovery of simulation of unilateral deafness, but not the degree of an eventual hearing loss. The described method was developed for this purpose, based on the fact that minimal differences in intensity of sound are sufficient for localization of perception in only one ear. By special procedures the person to be tested is prevented from comparing. Difficulties may occur, if the hearing loss is considerable, so that the sound is localized in the other ear or the loudness of the apparatus is insufficient. —(P. L. Krieger)

(See also abstracts 61, 518, 1135, 1391)

## RESPONSE PROCESSES

337. **Altqvist, R.** (Zoologisches Inst., Münster, Germany.) **Über das "Schöpfen" einiger Vogelarten.** ("Thread-pulling" in birds.) *Behaviour, 1953, 6, 147-152.*—Thread-pulling was observed to occur spontaneously in blue-tits about 12 days after fledging. It is interpreted as "a response to a tactile-proprioceptive stimulus-situation. The coordination of foot and bill movements as a part of the eating pattern may lead to pulling of threads with or without food or other objects on their ends and to handling of tactile dummies such as rubber bands, matches and small twigs in the same manner as food." —(L. J. O'Kelly)

338. **Arend, Rudolf.** (Jagiellonian University, Cracov.) **Analiza ruchów dowolnych ze stanowiska psychofizjologii.** (Analysis of voluntary movements from the psychophysiological point of view.) *Rocznik psychiat., 1949, 37, 409-425.*—In the first part of this paper the author discusses the nature of reflexes, motor automatisms and voluntary movements, in the second phenomena and processes leading to the mechanization of voluntary movements. Individual behavior forms itself not only on the base of nonplastic nature (drives, instincts, reflexes and automatisms), but mainly is a result of mechanization which takes place in the sphere of voluntary movements and which leads inescapably to a stereotyped conduct. Russian and English summaries. 5 references. —(M. Choynowski)

339. **Beach, Frank A., Goldstein, Allen, & Jacoby, George.** (Yale U., New Haven, Conn.) **Effects of electroconvulsive shock on mating behavior in male rats.** *Science, 1954, 119, 567.*—Abstract.

340. **Belasco, Simon.** (U. Pennsylvania, Philadelphia.) **The influence of force of articulation of constants on vowel duration.** *J. acoust. Soc. Amer., 1953, 25, 1015-1016.*—The duration of vowel sounds paired with different consonant sounds was determined. In general, the duration of the vowel varied inversely with the force of articulation of the following consonant. —(I. Pollack)

341. **Bernstein, M. A.** *O postroenii dvizhenii.* (On the formation of movements.) Moskva: Medgiz, 1947. 255 p. 4 r. 75 kop.—This book is meant to be the summing up of results in the physiology of coordination not only obtained by the author and his collaborators during 25 years of their investigations, but also accumulated in the world literature of the subject. First part is devoted to movements, their origin and formation, second part to levels of the movement formation, subcortical and cortical, and third part to the development and disintegration of movements, rise and development of formation levels, development of movement habits, signs of levelled structure in pathology and in norm. According to the author, this book may be viewed rather as a program of the urgent researches than as a dogmatic account of firmly established results. It may be also interesting for practical workers in physical education, neuropathological semeiotics and diagnostics, psychophysiology of work and defensive techniques, pedagogy of artistic performance, etc.—(M. Choynowski)
342. **Boldt, Robert F.** (Princeton U., N. J.), & **Ellis, Douglas S.** *Voluntary rest pause behavior in a block-turning task as a function of wrist-cuff weight.* *J. exp. Psychol.*, 1954, 47, 84-88.—"Eighty Ss, 20 at each of four conditions of wrist-cuff weight, performed a block-turning task under instructions to take rests whenever desired. For each S, the number of responses made and the rate of responding exhibited in reaching a voluntary rest were determined. Analysis of the obtained data indicated that: (a) the number of responses made differentiated between the most effortful and all other effortful conditions; (b) the rate of responding did not consistently differentiate between effortful conditions."—(J. Arbit)
343. **Burns, Eugene.** *The sex life of wild animals; a North American study.* New York: Rinehart, 1953. xiii, 290 p. \$3.00.—This book is an attempt to gather together available material on the sex life of North American mammals, to summarize it in a manner intelligible to a lay audience, and to demonstrate that it is "one of the three dominating forces in animal life, the others being the urge to eat and the urge for self-protection." The 13 chapters discuss anatomy of mammalian sex organs, sex differences, monogamy-polygamy, courtship, heat, male rivalry, the sexual act, gestation, birth and nursing, and concluding chapters on the ecological and adaptational aspects of sexual behavior.—(L. I. O'Kelly)
344. **Cloudsley-Thompson, J. L.** (King's Coll., London.) *Diurnal rhythms in animals.* *Sci. News*, 1953, No. 28, 76-98.—This is a discussion of the problem of physiological rhythms in which the author reviews many results of statistical investigations and laboratory experiments. Among the topics treated are the time sense of social insects, scent, hearing and sight. 7 references.—(M. Choynowski)
345. **Cogni, Giulio.** *Psychologie de la volupté.* (The psychology of sensual pleasure.) *Psyché, Paris*, 1954, 9, 24-34.—A discussion based on the pleasure-expansion, pain-contraction premise, incorporating Jungian universals, and elaborating an analogy of the sexual act to hypnosis.—(R. H. Dana)
346. **Dickson, Joseph Fletcher.** *The relationship of depth perception to goal shooting in basketball.* *Dissertation Abstr.*, 1954, 14, 497.—Abstract of Ph.D. thesis, 1953, State U. Iowa.
347. **Fisher, Seymour.** *An investigation of alleged conditioning phenomena under hypnosis.* *Univ. N. C. Rec.*, 1953, No. 520, 224-225.—Abstract of Ph.D. thesis.
348. **Fitts, Paul M.** (Ohio State U., Columbus.) *The influence of response coding on performance in motor tasks.* In Patton, R. A., *Current trends in information theory*, (see 29: 838), 47-75.—Motor behavior may be considered as a means of generating information; "information-transmission capacity is limited by the fixed constraints of [the] motor system, and by the kind of response coding that is required by particular tasks." In this context, the author discusses experiments on decision time involving the selection of certain responses, e.g. response member or direction and amplitude of movement. It is "proposed that information-handling capacity in skilled motor tasks depends in large part on the adequacy of the 'matching' of stimulus and response codes."—(C. M. Louttit)
349. **Forwald, H.** (Box 4611, Ludvika, Sweden.) *A continuation of the experiments in placement PK.* *J. Parapsychol.*, 1952, 16, 273-283.—Cubes of various materials were released from a machine by the author while he mentally willed some types of cubes to fall on a specified area of a dice table. The "influenced" cubes landed in the designated area significantly more often than expected by chance; the "not influenced" cubes gave only chance results. Control series also gave chance results. The data of these tests are pooled with previously reported results of the author.—(B. M. Humphrey)
350. **Franzblau, Abraham M.** (Mt. Sinai Hosp., New York.) *The road to sexual maturity.* New York: Simon & Schuster, 1954, vi, 279 p. \$3.50.—Traces sexual development from childhood to adulthood, with most emphasis on pre-pubertal and pubertal years. Treats a wide variety of sexual phenomena such as frigidity, impotence, masturbation, menarche, rape and circumcision, as well as marriage itself. The book combines an orthodox psychoanalytic and a pastoral point of view.—(H. D. Arbitman)
351. **Geddes, Donald Porter.** *An analysis of the Kinsey reports on sexual behavior in the human male and female.* New York: Dutton, 1954. x, 319 p. \$3.50.—Fifteen authors have written as many essays commenting on the Kinsey reports from varied points of view—psychiatry, sociology, religion, marriage counseling, etc. The general tone is favorable to the research, although most authors are critical of one aspect or another. In the second part, there are reprinted earlier comments on the male volume. 74-item bibliography of reviews and comments of Kinsey's

work and 63-item general bibliography.—(C. M. Lourtis)

352. Gross, Nathan B., & Cohn, Victor H., Jr. (Lehigh U., Bethlehem, Pa.) **The effect of vitamin-B deficiency on the hoarding behavior of rats.** *Amer. J. Psychol.*, 1954, 67, 124-128.—The effect of vitamin B deficiency in rats was to increase hoarding of normal food pellets. Animals were returned to normal diets and again tested for hoarding between 46-53 days later. During this period they hoarded significantly fewer normal pellets than during the hoarding trials while on the deprivation schedule. In general, the animals hoarding behavior returned to the level of a pre-experimental control period. Length of deprivation period, and method of producing deprivation are indicated as important parameters in producing the above results.—(J. A. Stern)

353. Hayes, J. S., Russell, W. M. S., Hayes, Claire, & Kohsen, Anita. **The mechanism of an instinctive control system: a hypothesis.** *Behaviour*, 1953, 6, 85-119.—A neurological hypothesis of the mediation of instinctive behavior is presented. The proposal is extended to cover a variety of human behavior. 37 references.—(L. I. O'Kelly)

354. Joubert, I. J. **'N vergelyking tussen die algemene motoriese bekwaamheid van sewentienjarige blanke en bantoeskoolseuns in Transvaal.** (A comparison between the general motor ability of seventeen year old European and Bantu school boys in the Transvaal.) *J. soc. Res., Pretoria*, 1953, 4, 74-82.—"The aim of this study was a comparison between the general motor ability of European and Bantu school boys in the Transvaal at the age of seventeen years.... Highly significant differences were found to exist in favour of the European boys in all tests for strength, endurance, and speed, in all probability due to the inferior teaching facilities for Natives. In the three tests for co-ordination no significant differences were found." English summary.—(N. De Palma)

355. Kerkut, G. A. (U. Cambridge, Eng.) **The mechanism of coordination of the starfish tube foot.** *Behaviour*, 1954, 6, 206-232.—Methods for studying foot coordination in the starfish are described. It is shown "that the excitatory states responsible for cooperation can pass around the nerve ring in both directions, and also along the radial nerve cords." Tension applied to parts of inverted and normal animals showed that factors other than the nervous system play a part in tube-foot orientation. 22 references. German summary.—(L. I. O'Kelly)

356. Lukina, E. V. **Izmenchivost' nekotorykh instinkivnykh reaktsii u ptits.** (Variability of some instinctive reactions in birds.) *Priroda*, 1953, 42(7), 40-49.—This paper is concerned with the results of the investigations of the author and other workers on the plasticity of some instincts of passerine birds. "Observations and experiments allow to conclude that such important functions of the bird's organism as feeding and reproduction, embracing whole complexes of innate reactions, proceed stereotypically in

a standardized way in all individuals of a given species, only provided the stability, stereotypy of this environment to which a given species adapts during a number of generations. In these cases, however, when the stereotypy of environment gets broken, some changes occur in the development and course of reactions connected with the feeding and reproduction. These changes are accomplished on the account of the conditional reflex factor in the nervous activity of birds."—(M. Choynowski)

357. Maslow, A. H. (Brandeis U., Waltham, Mass.) **The instinctoid nature of basic needs.** *J. Pers.*, 1954, 22, 326-347.—First, ten mistakes in the formulation of instinct theory in the past are pointed out. Secondly, it is shown that the hereditary or constitutional nature of basic needs strongly argues for an instinct hypothesis. Lastly, there are data and considerations favoring a new attempt at formulating such a hypothesis. If adequate, such a theory could lead to a better society. Under such theoretical consideration it would be one function of education, law, religion, etc., to safeguard, encourage, and teach the recognition and gratification of the instinctoid needs. 76 references.—(M. O. Wilson)

358. Matthews, L. Harrison. (Zoological Society of London.) **The migration of mammals.** *Discovery*, 1954, 15, 202-206.—The author describes several species of mammals that migrate, such as the caribou, the lemming, some bats, the seal and the whale, among others, and discusses present theories of the migration which still remains an unsolved puzzle. "As far as we know the bodies of the other mammals are essentially similar to our own, and we flatter ourselves that our brains are more highly developed. And yet these animals that we classify as lower than ourselves can do something, and presumably with their brains too, that we cannot; something so far outside our own experience and abilities that we cannot even conceive how they do it."—(M. Choynowski)

359. Milne, Lorus J., & Milne, Margery J. (U. New Hampshire, Durham.) **The mating instinct.** Boston: Little Brown and Co., 1954. 243 p. \$4.50.—This book is a non-technical presentation of sex and mating behavior in the animal kingdom. Approaching the topic from the point of view of the natural scientist, the authors treat such subjects as sex differences, the process of birth, the senses used in locating a mate, and the habits of pursuit, combat, courtship and parental care as found among different animal types.—(W. E. Galt)

360. O'Kelly, Lawrence I. (U. Illinois, Urbana.) **The effect of preloads of water and sodium chloride on voluntary water intake of thirsty rats.** *J. comp. physiol. Psychol.*, 1954, 47, 7-13.—Administering various volumes of water by stomach tube to thirsty rats, the subsequent water ingestion after a fifteen-minute delay was measured. Post-loading ingestion decreases as a function of the volume of the preload, but the total intake (preload plus ingested water) increases as a function of preload volume. Constant



volume preloads varying in NaCl concentration produced subsequent water ingestion that varied as a function of the concentration of NaCl from 0.5% to 1%.—(L. I. O'Kelly)

361. Payne, R. B., & Hauty, G. T. (USAF School Aviation Med., Randolph Field, Tex.) **The effects of experimentally induced attitudes upon task proficiency.** *J. exp. Psychol.*, 1954, 47, 267-273.—Using a complicated compensatory pursuit task the effects of two motivational and five drug conditions (analeptic and depressant) were studied. The instructionally induced differences in motivation had little effect upon performance. The drugs produced significant performance effects which did not appear to be due to changes in S's subjective state. It was concluded that these results "tend to discredit the general practice of invoking attitudinal constructs to explain work-decrement phenomena in the absence of confirming experimental demonstrations." 17 references.—(J. Arbit)

362. Pazos Abelenda, Libia E. **Pruebas de rendimiento.** (Tests of fatigue.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 188-203.

363. Pillay, A. P. **Sex knowledge of Indian moles.** *Int. J. Sexol.*, 1954, 7, 144-147.—Lists verbatim and unedited questions asked by intelligent and "apparently well read" adults attending meetings at an All-India Medical Conference. Questions are grouped according to: Sex problems including venereal disease, problems of marriage and infertility, birth control and sterilization, sex and sterility.—(H. D. Arbitman)

364. Poland, R. G., Helstrom, E. A., & Davis, R. T. (U. South Dakota, Vermillion.) **Running speed of rats as a function of auditory stimuli.** *Proc. S. D. Acad. Sci.*, 1952, 31, 177-181.—Rats assigned to 3 sound frequency groups were placed in the starting box of a 10 ft. straightaway and given 120 db sound stimulation. Later in the experiment running was also studied using 5 attenuations of each of the previously used sound stimuli. The number and speed of treadle depressions was measured. Animals stimulated with white noise depressed the most treadles and animals stimulated with 7,500 cps pure tone depressed the least treadles. Animals stimulated with 15,000 cps depressed an intermediate number of treadles. Running times were fastest away from white noise and slowest away from 15,000 cps tones. Animals trained to run away from white noise later showed decreased running and animals trained with 15,000 cps tones showed increased running as the intensity of these stimuli were attenuated.

365. Rapoport, Anatol. (U. Chicago, Ill.) **Response time and threshold of a random net.** *Bull. Math. Biophys.*, 1953, 14(4), 351-363.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1325, abs. 13547.)

366. Rüssel, A. **Beidhändige Ausbildung?** (Ambidextrous training?) *Zbl. Arb. wiss.*, 1952, 6, 152-154.—Ambidextrous training, e.g. in typewriting, is being learned easily. It is unobjectionable. If, how-

ever, one hand has to work as assistance, the leading hand should only change in situations of necessity. A change at any time results in uncertainty, delay, and increased danger of accidents.—(P. L. Krieger)

367. Sawin, P. B., & Curry, D. D. (R. B. Jackson Mem. Lab., Bar Harbor, Maine.) **Genetic and physiological background of reproduction in the rabbit. II. Some racial differences in the pattern of maternal behavior.** *Behaviour*, 1953, 6, 128-146.—Statistically significant differences between races of rabbits are found in some measurable aspects of reproductive behavior. As an explanation of these differences the hypothesis is offered "that time of nesting and the nature of nest and lining are determined by the existing balance of pituitary and ovarian hormone, the first being triggered by the increasing level of prolactin and the stronger manifestation of the latter being determined by the duration of optimum balance of the ovarian hormone." 28 references.—(L. I. O'Kelly)

368. Schatz, Carol D. (Mass. Inst. Tech., Cambridge.) **The role of context in the perception of stops.** *Language*, 1954, 30, 47-56.—Synthetic speech experiments had shown that the perception of the voiceless stops [p, t, k] depends upon the vowel context as well as the nature of the burst. These results are confirmed for actual speech by recording the stops on tape before certain vowels, cutting them away, and splicing them back before other vowels. Results, based on judgments of 20 S's showed that the identification of a [k] burst as k, t, or p depends upon the vowel with which it is combined.—(J. B. Carroll)

369. Schneck, Jerome M. **The hypnotic trance, magical-religious medicine, and primitive initiation rites.** *Psychoanal. Rev.*, 1954, 41, 182-190.—Hypnosis may be equated with death, with homosexuality, and with rebirth. These concepts may vary from time to time or exist side by side in the same patient. Hypnotic phenomena can be integrated with trance experiences in primitive groups. The initiate enters the trance state (femininity) and emerges (rebirth) from the trance as a more mature masculine individual.—(D. Prager)

370. Seldowitz, M., & Berman, A. B. **Crossed laterality in children.** *Amer. J. Dis. Child.*, 1953, 85, 20-33.—(See *Child Develpm. Abstr.*, 1954, 27(1 & 2), 15, abs. 50.)

371. Sippell, W. L., & Brown, A. W. A. **Studies of the responses of the female Aedes mosquito. Part V. The role of visual factors.** *Bull. ent. Res.*, 1953, 43, 567-574.—(See *Ophthal. Lit.*, 1953, 7(3), abs. 1180.)

372. Smith, D. P. J. **Die samenstelling van prestasieskale in die atletiek vir studerende blanke jongelinge van 16 jaar en ouer.** (The construction of an athletic achievement scale for the study of European boys 16 years and older.) *J. soc. Res., Pretoria*, 1953, 4, 54-62.—A comparison of results shows that the achievement of South African boys equals that of American boys and compares favourably with the German boys at the age of 18 years. "The European surpasses the Bantu schoolboy at the age of 16 years

in the six events tested. The difference between the average achievements of the different age-groups indicates distinctly that the physical efficiency standard increases as the boy grows older from the sixteenth to the nineteenth year. Age, therefore, is an important factor in athletic ability and separate competitions should be held for each age-group." English summary.—(N. De Palma)

373. **Stumm, John S.** (Calif. Inst. Technol., Pasadena.) **Control of hoarding activity in rats by the median cerebral cortex.** *J. comp. physiol. Psychol.*, 1954, 47, 21-27.—When the post-operative hoarding behavior of rats with dorsolateral cortical ablations and those with medial cortical ablations are compared, it is demonstrated that the medial lesions produce a large and significant deficit in hoarding, whereas the lateral lesions have no effect.—(L. I. O'Kelly)

374. **Teichner, Warren H.** (Aero-Medical Lab., Wright-Patterson AFB, Dayton, O.) **Recent studies of simple reaction time.** *Psychol. Bull.*, 1954, 51, 128-149.—An assessment is made of the current scientific status of simple reaction time (RT), based primarily on a literature review of the last 20 years. Considered are the effects on RT of stimulus-receptor factors, of central and motor factors, and of special factors such as prolonged readiness, certain common drugs, temperature, sleep conditions, etc. While further research probing is indicated, several advances have been noted during the past 20 years and the present status of simple reaction time is evaluated in terms of 10 reasonably well established generalizations. 163-item bibliography.—(R. Perloff)

375. **Thompson, William R., & Heron, Woodburn.** (McGill U., Montreal, Can.) **The effects of early restriction on activity in dogs.** *J. comp. physiol. Psychol.*, 1954, 47, 77-82.—Three degrees of severity of restriction were imposed on dogs for the first 7 to 10 months of life, litter-mate controls being raised as pets. All animals were later tested in a free exploration test and in a maze test. Results indicate: (1) exploratory activity decreases as a function of time of exposure, (2) restricted dogs explore more than normal animals, the more restricted exploring most; (3) younger dogs explore more than older dogs.—(L. I. O'Kelly)

376. **Tinbergen, Niko.** **The herring gull's world: a study of the social behaviour of birds.** London: Collins, 1953. (New York: Frederick A. Praeger, Inc.) xvi, 255 p. \$4.00.—This report of the behavior of herring gulls is based on extensive field observation at gulleries and on experiments performed in the field. Chapters of Part I describe behavior patterns and sensitivity of the birds. Parts 2 to 5 totaling 20 chapters deal with: Settling down in the colony, fighting, and territory; Pair formation and pairing; Incubation; Family life, i.e. the behavior of chicks. After pairing these birds are monogamous, they protect a nesting territory, and they share the incubation of the eggs. Evidences of "sign stimuli" as basis of recognition are presented. Field experiments of egg

recognition by adult birds, and the chicks' reaction to the parents' bill and to imitations are reported. Comparative data for other birds and animals are given. 6-page bibliography. Illustrations.—(C. M. Lourtis)

377. **Tsukiyama, Kazuo.** (Osaka U. Med. Sch., Japan.) **Electroencephalographic studies on audiogenic seizure of rat.** *Osaka Daigaku Igaku Zasshi*, 1952, 4(5-6), 75-80.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1325, abs. 13551.)

378. **Wang, S. C.** (Columbia U., New York), & **Chinn, Herman I.** **Experimental motion sickness in dogs: functional importance of chemoceptive emetic trigger zone.** *USAF Sch. Aviat. Med. Proj. Rep.*, 1954, No. 21-1208-0012, Rep. No. 4, 8 p.—Motion sickness was experimentally induced by means of a standardized swinging procedure. Only susceptible dogs which showed emesis within 25 minutes of swinging at weekly intervals were selected for surgical removal of the chemoceptive trigger zone. The trigger-zone-ablated dogs showed no vomiting responses after long exposures to swinging motion, while the sham-operated dogs remained sensitive to this motion. It is concluded that the emetic trigger zone is important in the mediation of motion sickness.

379. **Westling, Achilles.** **On the correlation of the consumption of alcoholic drinks with some sexual phenomenon of Finnish male students.** *Int. J. Sexol.*, 1954, 7, 109-115.—Investigation is based on answers by 893 Finnish male university students to a written questionnaire. Results indicated a weak positive correlation between the age at the first ejaculation and the age at which the subject first becomes intoxicated. There was no correlation between the appearance of the first nocturnal emission and alcohol consumption, or between the appearance of masturbation and alcohol intoxication. However the younger the age at which the first alcohol intoxication occurs or the greater the consumption of alcohol, the higher is the accumulative incidence of premarital intercourse. 37 references.—(H. D. Arbitman)

380. **Wiebe, Vernon R.** (Tabor Coll., Hillsboro, Kans.) **A study of tests of kinesthesia.** *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1954, 25, 222-230.—21 tests of kinesthesia were administered to 30 college men, 15 of whom had varsity letters. 15 of the tests were found to have reliability coefficients that warranted their being categorized as useful but none were considered useful as single tests. The best test combination was found to be Balance Lengthwise, Leg Raise, Vertical Space and Separate Feet. 23 references.—(M. A. Seidenfeld)

(See also abstracts 65, 68, 425, 1086, 1689)

#### COMPLEX PROCESSES AND ORGANIZATIONS

381. **Adamson, Robert E.** (Carleton Coll., Northfield, Minn.), & **Taylor, Donald W.** **Functional fixedness as related to elapsed time and to set.** *J. exp. Psychol.*, 1954, 47, 122-126.—The concept of functional fixedness, that is, owing to previous use

of an object with a function dissimilar to that demanded by the present problem, S is inhibited in discerning the new use, was studied in one experiment as a function of the time elapsing between the original use and the new problem. It was found that functional fixedness decreased as a function of this time interval. In a second experiment concerned with functional fixedness and set, it was found that susceptibility to functional fixedness is related to inability to overcome a set when it is established, but that it is not related to the susceptibility to set. —(J. Arbit)

382. Alden, Priscilla Jean. *An exploratory study of self-rated empathy*. *Dissertation Abstr.*, 1954, 14, 707-708.—Abstract of Ph.D. thesis, 1954, U. Michigan.

383. Ammons, R. B. (U. Louisville, Ky.) "Errors": theory and measurement. In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 138-147.—"Theoretical" versus "antitheoretical" approaches to the understanding of behavior are discussed, followed by part of a theory or postulate system dealing with "errors." Next, a brief report of an exploratory experiment designed to test roughly one of the deductions from the theory is presented, followed by some suggestions as to situations lending themselves to manipulations of the type necessary to test and extend the theory.—(L. N. Solomon)

384. Ancona, Leonardo. (Catholic U., Milan, Italy.) *Indagine sulla natura psichica del "response set."* La "motivazione al successo." (Research on the psychological nature of the "response set." The "motivation for success") *Arch. Psicol. Neur. Psich.*, 1954, 15, 23-72.—An analysis and experimental findings on the psychological problem of "response set of acquiescence" or "positivistic response set" are presented. The research proper uses a scale N (neutral scale) made up of 15 items of the F scale (Adorno et al.) and 15 items of a reversed meaning F scale. This test demonstrates the relative constant presence of a "response set" of acquiescence and allows its measurement. The interpretation of the meaning of the "response set of acquiescence" in terms of psychological dynamics, is attempted through the use of projective techniques. The results show certain relationships between "need achievement score" and "response set of acquiescence." 40 references.—(A. Manoli)

385. Aversberg, Alfred Prinz. *Die Coincidenz-alkorrespondenz als Ausgangspunkt der psycho-physiologischen Interpretation des bewussten Erlebten und des Bewusstseins*. (The coincidental correspondence as starting point of the psycho-physiological interpretation of conscious experience and consciousness.) *Nervenarzt*, 1954, 25, 1-11.—A "complementary psychology" is developed attempting a psycho-physiological interpretation of the basic mental processes as suggested by V. V. Weizsäcker's ("Gestaltkreis") and O. Förl's studies.—(J. M. Kraus)

386. Ax, Albert F. (U. Washington, Seattle.) *The physiological differentiation between fear and anger in humans*. *Psychosom. Med.*, 1953, 15, 433-442.—7 different physiological indicators, simultaneously recorded from 43 adult subjects individually subjected alternately to fear-inducing and anger-arousing situations, yielded 14 indices 7 of which significantly differentiated anger and fear profiles. That of anger was similar to the reaction accompanying injections of both norepinephrine and epinephrine, while the fear profile resembled that following epinephrine injection. The data are held to extend, rather than refute, Cannon's hypothesis of a unitary visceral excitement reaction.—(L. A. Pennington)

387. Basescu, Sabart. *Learning and intelligence: a study of the relationship between intelligence and reinforcement*. *Dissertation Abstr.*, 1954, 14, 181.—Abstract of Ph.D. thesis, 1953, Princeton U.

388. Billikiewicz, Tadeusz. (Medical Academy, Gdańsk, Poland.) *Pamięć i świadomość*. (Memory and consciousness.) *Rocznik psychiat.*, 1949, 37, 171-185.—The author attempts to elucidate the true nature of the memory and the consciousness, and at the same time to solve the psychophysical problem, taking into account the newer results of psychophysiology on the one hand, and psychological observations on the other. He considers consciousness as a beginning of a mnemonic process, and memory as the fixation of the stream of consciousness. The psychophysical problem has to be understood as the transformation of consciousness into memory. The solution of this problem ought to be searched in the field of the elementary processes, since even the ego, the consciousness and the production of mnemonic data are connected with the brain stem and not with the cerebral cortex, nor above all with the frontal organ which is from the phylogenetical point of view the youngest part of the brain. French summary.—(M. Chojnowski)

389. Cattell, Raymond B. (U. Illinois, Urbana.) *Personality structures as learning and motivation patterns—a theme for the integration of methodologies*. In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 91-113.—A proposed ideal research strategy is presented in five steps: (1) precise, quantitative investigation (via factor analysis) of existing human personality structure; (2) production of reliable instruments for unitary measures of these meaningful structures and functions; (3) investigation of the part played by heredity and constitution in these measured patterns and structures; (4) application of the usual stimulus-response learning experiment design for longitudinal analysis of what has first been studied in cross-section in steps 1 and 2; and (5) enrichment and modification of the laws of learning by the material encountered in personality change. Some personality source traits already isolated by factor analysis are presented and discussed.—(L. N. Solomon)

390. Clauser, Günter. *Die Kopfuhr: das automatische Erwachen*. (The mental clock; automatic awakening.) Stuttgart: Ferdinand Enke, 1954. 108 p.



DM 11.80.—This is a theoretical and experimental investigation of the phenomena of the "mental clock," i.e. the carrying out of actions at unusual times (especially during sleep) according to previous wish or plan, but involving unconscious temporal judgment. On the basis of questioning 1080 subjects and experimenting with 100, the author finds conscious judgments of duration to rely heavily on environmental cues, not so the mental clock. A negative correlation was observed between accuracy of conscious temporal judgments and accuracy of the mental clock. The author feels the ability to wake by the mental clock is closely allied to other dissociative phenomena such as automatic writing, and it occurs more frequently in persons with dissociative tendencies. 183-item bibliography. —(D. F. Mindlin)

391. Cox, F. N. The origins of the dependency drive. *Aust. J. Psychol.*, 1953, 5, 64-73.—The article discusses 4 psychological hypotheses concerning the origins of dependency. There seems to be a positive relationship between frustration of infantile drives and acquisition of feelings of dependency. It is pointed out that research in this area is in a primitive state and that more systematic studies are badly needed. 32 references.—(P. E. Lichtenstein)

392. Culbert, Sidney S. (U. Washington, Seattle.) Systematic error in the estimation of short time intervals. *J. crim. Law Criminol.*, 1954, 44, 684-688.—A series of classroom studies arranged to simulate situations in which factors (such as lack of overt activity, occurrence of many events, attitude of expectancy) increase temporal estimates, indicated that by manipulation of arrangements the estimates were always grossly exaggerated. These findings are related to problems in accuracy of court testimony.—(L. A. Pennington)

393. DeLucio, Joseph J. (Marquette U., Milwaukee, Wis.), & Stagner, Ross. Emotional vs. frequency factors in word-recognition time and association time. *J. Pers.*, 1954, 22, 299-309.—"Our group data show clearly that word-recognition time is affected by two sets of determinants: frequency of usage and emotion-arousing value. When methods are developed for relating each of these more effectively to specific personalities, the nature of these effects can be more adequately resolved." 14 references.—(M. O. Wilson)

394. Dickens, Milton (U. Southern Calif.), & Parker, William R. An experimental study of certain psychological introspective and rating-scale techniques for the measurement of stage fright. *Speech Monogr.*, 1951, 18, 251-259.

395. Dybowski, Mieczysław. (U. Poznań, Poland.) O typach woli. *Badania eksperymentalne*. (On the types of will. Experimental investigations.) 2nd ed. Poznań: Księgarnia Akademicka, 1947. 203 p.—This investigation has been done with the help of a questionnaire on 18 men and 18 women, mostly psychologists. Questions concerned 20 activities of everyday life and pertained to the number of hesitations, time and effort, emotional tone, conscious experience, different

forms of the process, representation of ends, effects and means, and method of execution. The qualitative and quantitative analysis of 720 activities of 36 subjects permitted to distinguish four types of will which the author describes in detail and which well correspond to the four temperaments of Ach. In the Appendix II the numerical index of the so-called "strength of will" is introduced. This index raises with age, is greater for men than for women and greater for persons with light pigmentation of skin than for persons with dark pigmentation. French summary.—(M. Choynowski)

396. Edwards, Ward. (Johns Hopkins U., Baltimore, Md.) Probability-preferences among bets with differing expected values. *Amer. J. Psychol.*, 1954, 67, 56-67.—An experiment in which subjects were required to choose between bets of different expected values indicates that his choice is based on preference for bets with higher expected values or lower negative expected values and on subject preferences among the various probabilities. The author concludes that, "probability-preferences are important in determining decisions among bets even when there are objective reasons for preferring one bet to another, although as the difference in expected value increases it seems likely that the importance of probability preferences will decrease."—(J. A. Stern)

397. Edwards, Ward. (Johns Hopkins U., Baltimore, Md.) The reliability of probability-preferences. *Amer. J. Psychol.*, 1954, 67, 68-95.—"The phenomenon of probability-preferences has been shown to occur in a wide variety of experimental results. The essential condition for its occurrence seems to be the presence of a risk-situation in which there is a well-defined probability of gaining or losing something. It shows much the same characteristics regardless of the experimental conditions. Whether other kinds of risks, notably sequential risks (such as a rat takes in a series of trials in a T-maze), will also show the phenomenon of probability-preferences is a question which can, of course, only be answered by further research."—(J. A. Stern)

398. Efron, Herman Yale. Some personality correlates of the learning of the galvanic skin response. *Dissertation Abstr.*, 1954, 14, 404-405.—Abstract of Ph.D. thesis, 1953, New York U.

399. English, Horace B. (Ohio State U., Columbus.) Uma teoria de emoção. (A theory of emotions.) *Letras de Província, Limeira, Brazil*, 1954, 6 (No. 61), 1; 8.—An analysis of emotion as a kind of behavior. Four kinds of components are disclosed: externally instrumental actions; internal adaptations (a class not quite co-terminous with visceral); socially oriented acts, including verbal processes and the perceptible "expressive movements"; and the acts of perception which initiate the complex. Emotion is a totality dominated by the internal component. The subjective experience and the traditional names reflect the wholeness aspect of the complex. This paper was read at the first Brazilian Congress of Psychology, Curitiba. —(H. B. English)

400. **Febian, Walter Albert, Jr.** *An investigation of the relationship between measures of insight and measures of projection and distortion in ratings.* *Dissertation Abstr.*, 1954, 14, 711.—Abstract of Ph.D. thesis, 1954, U. Buffalo.

401. **Fitts, Paul M.** (Ohio State U., Columbus.), & **Seeger, Charles M.** *S-R compatibility: spatial characteristics of stimulus and response codes.* *USAF Pers. Train. Res. Cent. Tech. Rep.*, 1954, No. 54-8, 12 p.—Reprinted from *J. exp. Psychol.*, 1953, 46(3), 199-210, (see 28: 7449).

402. **Frank, Lawrence K.** *Feelings and emotions.* Garden City, N. Y.: Doubleday, 1954. viii, 38 p. 85¢.—Emotion is a vigorous internal reaction to stress. The young child learns characteristic emotional reactions as he faces typical life stresses: (1) the necessity of renouncing, delaying, and modifying the expression of impulses, (2) the organization of his behavior into orderly patterns, (3) the learning of language, and (4) adjustments to other persons. Strong emotional reactions, such as fear and anger, sometimes persist when they are no longer appropriate. Adolescence puts special stresses on the individual as he learns to manage sexual impulses, behave autonomously, and meet adult standards of achievement. Emotional maturity consists in reacting in a way that is appropriate to one's age and situation.—(F. Auld)

403. **Freeman, James Thomas.** *Set or perceptual defense?* *Dissertation Abstr.*, 1954, 14, 405.—Abstract of Ph.D. thesis, 1953, Northwestern U.

404. **Isham, A. Chapman.** *Emotion, instinct, and pain-pleasure.* *Psychosom. Rev.*, 1954, 41, 99-113.—The general relation of instinct and pain-pleasure to emotion needs clarification. Emotions stem from objects and needs. Emotion is not a measure of drive or instinct. Emotion is not determined by pain or pleasure but by the impulses aroused in a meaningful psychological situation. Emotion is more of a symptom than a motive or specific response. The same forces producing symptoms may under different conditions produce an emotion. 25 references.—(D. Prager)

405. **Judo, Ac'ele.** *Höchstbegabung. Ihre Erbverhältnisse sowie ihre Beziehungen zu psychischen Anomalien.* (Greatest talent. Its inheritance and relations to mental anomalies.) München: Urban und Schwarzenberg, 1953. 114 p. DM. 13.60.—113 creative artists and 181 scientists of German native tongue (among them 2 women), born between 1650 and 1900, have been chosen by about 200 judges and investigated by the author in regard to factors of family, relatives, abilities, etc. Control group, studied in the same way, consisted of 115 persons born between 1830 and 1900, as much as possible resembling the investigated group in regard to such factors as age, occupation, social origin and place of birth. It appeared that families of most talented persons differ from average families not so much in mental deviations as in greater frequency of superior abilities. All

results are assembled in 44 detailed statistical tables. Bibliography comprises 196 titles.—(M. Chaynowski)

406. **Leary, William Gordon.** *The context of assertions as a determinant of attitudinal responses.* *Dissertation Abstr.*, 1954, 14, 411-412.—Abstract of Ph.D. thesis, 1953, Stanford U.

407. **Low, Gordon M.** (U. Minnesota, Minneapolis.), & **Sheets, Boyd V.** *The relation of psychometric factors to stage fright.* *Speech Monogr.*, 1951, 18, 266-271.

408. **McGill, V. G.** *Emotions and reason.* Springfield, Ill.: Charles C. Thomas, 1954. xiii, 122 p. \$3.25.—A systematic treatment of needs and emotions is followed by a discussion of the relation of ethics to the emotions. The author denies the view which makes emotion and reason into diametrically opposed faculties. He holds, to the contrary, that both emotion and reason are subject to the same learning process and that emotion enters into the finest developments of life as well as into its lowest depths. The emotive theory of ethics is criticized and suggestions are made pointing up the possibilities of a scientific ethics. 105-item bibliography.—(P. E. Lichtenstein)

409. **O'Neill, W. M.** *The effect of verbal association on tachistoscopic recognition.* *Aust. J. Psychol.*, 1953, 5, 42-45.—Using paired associates a context word was exposed steadily in the pre-exposure and post-exposure periods of the test word. The subject gave whatever information he could about the test word after each tachistoscopic exposure. This procedure continued until the subject was positive and correct in identifying the word twice in succession. It was found that the context word did not suggest its associate before the exposure of the test word.—(P. E. Lichtenstein)

410. **Osler, Sonia F.** (Johns Hopkins U., Baltimore, Md.) *Intellectual performance as a function of two types of psychological stress.* *J. exp. Psychol.*, 1954, 47, 115-121.—Using an arithmetic task investigated the effects of induced failure and fear and the role played by the S's manifest anxiety level. Found in general that the effect of failure was to depress performance while fear produced no significant change. Proposed the hypothesis that this difference may be due to the relation between the stress and the experimental task.—(J. Arbit)

411. **Piaget, Jean.** *Ce qui subsiste de la théorie de la Gestalt dans la psychologie contemporaine de l'intelligence et de la perception.* (Gestalt theory existing in contemporary psychology of intelligence and perception.) *Schweiz. Z. Psychol. Anwend.*, 1954, 13, 72-83.—Two fundamental principles of gestalt theory are of fundamental significance, those of equilibrium and totality. However, a distinction must be made in a theory of intelligence between non-additive, irreversible totalities, which are true gestalten, and additive, reversible compounds with their specific laws of organization. Instances of the latter are lattice, group, and ring structures. Gestalt principles are applicable mainly in the pre-operational level

when the child works out problems through configurations. Reversible structures occur after the age of 7 years when the operational level is reached. As Révész has pointed out, gestalt principles are inadequate in the explanation of perceptive activities of touch, to which the author adds vision. A possible way is indicated which may lead to a quantitative law in the gestalt explanation of elementary perception.—(K. F. Muenzinger)

412. Reik, Theodor. Men, women and the unborn child. *Psychoanalysis*, 1953, 2(2), 3-9.—When a woman thinks of a man as the prospective father of her child, it is certain proof of her love for and great admiration of him. The fantasy of fatherhood, as a very intensive wish, represents a feminine character in a man. When a woman has to undergo an abortion, analytic experience suggests that the love-relationship is decaying. The unconscious meaning of abortion for a woman is best comparable to that of castration for the male.—(L. E. Abt)

413. Schützenberger, M. P. A tentative classification of goal-seeking behaviours. *J. ment. Sci.*, 1954, 100, 97-102.—Span of foresight and degree of flexibility are factors of special importance in the possible mathematical description of complex goal-seeking behavior.—(W. L. Wilkins)

414. Snygg, Donald. Learning: an aspect of personality development. In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 129-137.—Previous theorizing has treated learning as a more or less separate and independent psychological process. Learning theories and personality theories then become incompatible since the first explains why people change, and the second explains why they do not change. "If we adopt a dynamic field as the model for our conceptual system, it is easy to avoid the separation between learning theory and personality theory that has caused so much trouble."—(L. N. Solomon)

415. Sulzberger, Carl Fulton. Why it is hard to keep secrets. *Psychoanalysis*, 1953, 2(2), 37-43.—The fact of having a secret in itself brings into play a great number of emotions and motives, both conscious and unconscious. The keeping of a secret is not just an easy act of omission but is instead a task involving the whole ego. The laws that govern the fate of a secret—whether it will be preserved or divulged—are to be found only in the higher rationale of psychoanalysis. The psychic energy used both to repress and suppress a secret may develop into a "confession compulsion" with the same energy quantum, and even if the secret is successfully controlled, it may break out through the back door of inadvertent but usually unmistakable allusion.—(L. E. Abt)

416. Thomas, L. E. Waking and dreaming. *Analysis*, 1953, 13, 121-127.—"Doubt of any kind, including methodological doubt, is inappropriate to the experiences of waking and dreaming. These experiences are self-authenticating, or at least waking experience is so. For it is only in the context of waking experi-

ence, as distinct from dreaming, that the questions we have been discussing can possibly be raised. It is only on the assumption that we are sometimes indubitably awake and that we know that we are awake that any critical enquiry can be initiated at all. Critical enquiry implies the demand to know what really is the case and consequently the distinction between what appears to be the case and what actually is the case. We know that we are awake when we are awake and we can contrast our experience with remembered dream experiences. When we dream the question does not arise and the contrast is not made."—(M. Choynowski)

417. Vrijhof, P. H. Geluk en angst als existentiële ogenblikbeleving. (Happiness and fear as an existential experience of the moment). *Ned. Tijdschr. Psychol.*, 1953, 7, 446-469.—Attempts to make a connection between the existential fear-and happiness-experience as the same fundamental trend of human existence. In fear stress is laid on the temporary, in happiness on the eternal nature of transitoriness. For the occurrence of the existential experience of the moment a vital predisposition might be regarded as possible. 61 references.—(M. Dresden)

418. Wispe, Lauren G. (Ohio State U., Columbus.) Physiological need, verbal frequency, and word association. *J. abnorm. soc. Psychol.*, 1954, 49, 229-234.—"Fifty college men and women were deprived of food and water for 0, 10, and 24 hours, and were presented with a word association list of 24 words which has been matched for commonness and need-relevance. Each S was tested only once. The results show that (a) more food, water, and neutral word association responses were made to food, water, and neutral stimulus words, respectively; (b) there was an increase in the number of food and water responses up to the tenth hour, but a decrease thereafter; and (c) with protracted periods of deprivation the number of responses pertaining to acts instrumental to need satisfaction increased while the number of responses involving the names of need satisfiers decreased."—(L. N. Solomon)

#### LEARNING & MEMORY

419. Adams, Donald K. (Duke U., Durham, N. C.) Learning and explanation. In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 66-80.—Following an analysis of the concept "physical" and the presentation of some possible definitions for this term, the author criticises the current theorizing of Krech and MacCorquodale and Meehl. It is contended that the concept of "sentiment," as the totality of conditions in an organism that make a given object what it is for the behaving animal, is essential and useful in understanding learning and personality.—(L. N. Solomon)

420. Adams, Jack A. The effect of pacing on the learning of a psychomotor response. *J. exp. Psychol.*, 1954, 47, 101-105.—Compared four groups varying during preliminary practice on time allowed to match a stimulus pattern and then given test trials under self-



spacing conditions with a control group having self-paced practice throughout. Found that there was no significant difference in mean performance in the test trials although a significant difference in trend was obtained. Several possible explanations of these trend differences are offered and it was concluded that in this study spacing was not an important learning variable.—(J. Arbit)

421. **Airapet'iants, E. Sh.** *Vysshaiu nervnuiu deiatel'nost' i retseptory vnutrennykh organov.* (Higher nervous activity and receptors of internal organs.) Moskva: Acad. Sci. USSR, 1952. 171 p. 8 r. 45 kop.—This book is based on more than twenty years of investigations of the author and his collaborators. First part is devoted to the interoceptive conditioned reflex, second to the physiology of interoceptors. The most important problems treated concern the interaction of conditioned reflexes formed by the excitation of the interoceptors and exteroceptors, the peculiarities of interoceptive influences, the interoceptive signalization, the interconnection of the activity of interoceptors and exteroceptors, interoception and hysteriosis, and the attempt to investigate the internal analyzer of man. 127 references.—(M. Choynowski)

422. **Ammons, Robert B., Ammons, Carol H.,** (Univ. Louisville), & **Morgan, Ross L.** *Transfer of training in a simple motor skill along the speed dimension.* WADC Tech. Rep., 1954, No. 53-498, iii, 22 p.—The study was designed to obtain information on the general problem of the influence of the speed of a training task upon the performance of a following task. Rotary pursuit at four different speeds was assigned to training and transfer periods so as to obtain all 16 possible combinations of speeds. The greater the speed of the task, the poorer the performance. When rate of the final task was equal to or lower than the rates of the training tasks, transfer of training was directly proportional to the similarity between the rates of the two tasks. When speed requirements of the final task were quite great, all training conditions produced about the same time-on-target scores; but, in terms of percent transfer scores, the best training speed was slower than the final speed. These findings were independent of the distribution of practice conditions.

423. **Arnoult, Malcolm D.** *Transfer of predifferentiation training in simple and multiple shape discrimination.* USAF Hum. Resour. Res. Cent. Res. Bull., 1953, No. 53-48, 9 p.—Reprinted from *J. exp. Psychol.*, 1953, 45, 401-409, (see 28: 3918).

424. **Baldwin, Robert Duff.** *Discrimination learning as a function of stimulus predifferentiation and mediated association training.* Dissertation Abstr., 1954, 14, 718-719.—Abstract of Ph.D. thesis, 1954, State U. Iowa.

425. **Bauer, Frank Joseph.** *Tests for effects of ionized air and electroconvulsive shock on learning and innate behavior in rats.* Dissertation Abstr., 1954, 14, 401-402.—Abstract of Ph.D. thesis, 1953, Stanford U.

426. **Baum, Marion Hooper.** (Yale U., New Haven, Conn.) *Simple concept learning as a function of intralist generalization.* *J. exp. Psychol.*, 1954, 47, 89-94.—"A stimulus-discriminability hypothesis is advanced to account for the ease or difficulty of attainment of each of nine concepts learned concurrently as paired associates. To test one implication of this hypothesis, that of the relationship between intralist interconcept generalization interference and order of attainment, one of Heidebreder's modified memory experiments was repeated." Measuring intralist discriminability by the number of intrusion errors it was concluded that the results support the deduction from the stimulus-discriminability hypothesis of interconcept intralist interference.—(J. Arbit)

427. **Bilodeau, Ina McD.** *Performance of an effortful task with variation of prior practice and anticipated duration of present practice.* USAF Pers. Train. Res. Cent. Tech. Rep., 1954, No. 54-7, 8 p.—Reprinted from *J. exp. Psychol.*, 1953, 46(3), 146-153, (see 28: 7133).

428. **Bishop, Clayton Kent.** *Summation and generalization of response strength in relation to hunger and thirst drives.* Dissertation Abstr., 1954, 14, 719-720.—Abstract of Ph.D. thesis, 1954, Indiana U.

429. **Bitterman, M. E., & Elam, Claude B.** (U. Texas, Austin.) *Discrimination following varying amounts of nondifferential reinforcement.* *Amer. J. Psychol.*, 1954, 67, 133-137.—"Rats were trained in the jumping apparatus to discriminate between horizontal and vertically striped cards after 3, 6, 9 or 12 days of nondifferential reinforcement on either the two striped cards or on a pair of identical mid-gray cards. Performance on the discriminative problem tended to deteriorate with increasing amounts of nondifferential reinforcement both on stripes and grays, but the deterioration was more marked in the groups nondifferentially reinforced on grays. The results suggest a general retarding effect of nondifferential reinforcement which is compensated for in part by experience with the striped cards."—(J. A. Stern)

430. **Bitterman, M. E., & McConnell, James V.** (U. Texas, Austin.) *The role of set in successive discrimination.* *Amer. J. Psychol.*, 1954, 67, 129-132.—Two groups of rats were trained in a jumping apparatus on two discrimination problems, one group on simultaneous problems, the other on successive problems. The simultaneous problem group learned the first task more quickly than did the other group. The two groups performed equally well on the second task. There was no significant difference in performance between the two tasks for the simultaneous problem group while for the successive problem group a significant difference in performance between the two tasks was noted.—(J. A. Stern)

431. **Bixenstain, Vortus Edwin.** *Secondary drive as a neutralizer of time in integrative solving.* Dissertation Abstr., 1954, 14, 402-403.—Abstract of Ph.D. thesis, 1953, U. Illinois.

432. **Bousfield, W. A., Sedgewick, C. H., & Cohen, B. H.** (U. Connecticut, New London.) *Certain tem-*

- poral characteristics of the recall of verbal associates. *Amer. J. Psychol.*, 1954, 67, 111-118.—Five groups of subjects were presented a list of stimulus words either once, twice, three, four, or five times. Recall during five successive two minute intervals were measured immediately after learning. The relationship between the cumulative totals of items produced and time for each of the five degrees of reinforcement were investigated. A hyperbolic equation, derived from a rationally derived differential equation was constructed and the closeness of fit between data and equation investigated.—(J. A. Stern)
433. Brogdon, W. J., & Schmidt, Robert E. (U. Wisconsin, Madison.) Effect of number of choices per unit of a verbal maze on learning and serial position errors. *J. exp. Psychol.*, 1954, 47, 235-240.—"Five groups of Ss learned a 16-unit verbal maze for which the alternate choices per unit were 2, 3, 4, 6, or 8. Rate of acquisition measured in terms of mean total time and mean total errors to the criterion of one perfect repetition increased with increase in the number of alternate choices per choice point." A theoretical discussion of the empirical functions is given as well as the findings from serial position error curves.—(J. Arbit)
434. Cantor, Gordon N., & Spiker, Charles C. (State U. Iowa, Iowa City.) Effects of nonreinforced trials on discrimination learning in preschool children. *J. exp. Psychol.*, 1954, 47, 256-258.—"Forty-eight children, ages three to five years, were run in a forced choice simple discrimination learning situation in which blocks of forced choices were alternated with free choice trials. Half of the Ss received two reinforced and two nonreinforced trials in each block of forced trials, while the other half received two reinforced but only one nonreinforced trial per block. The performance of the former group on the free choice trials was significantly superior to that of the latter group, indicating the importance of nonreinforcement in discrimination learning."—(J. Arbit)
435. Champion, R. A., & Scott, E. Reminiscence and frustration-induced inhibition. *Aust. J. Psychol.*, 1953, 5, 1-9.—An experiment was performed to test the hypothesis that reminiscence results from the removal of inhibitory tendencies built up during acquisition through frustration. Two groups learned under conditions producing similar recall scores but different degrees of reminiscence. One group was task-oriented whereas the other was ego-oriented. Reminiscence trials revealed significant differences between the two groups in accordance with the theory of frustration-induced inhibition.—(P. E. Lichtenstein)
436. Chasin, Joseph Bernhardt. A study of cumulative punishment in a law of effect experiment. *Dissertation Abstr.*, 1954, 14, 63-64.—Abstract of Ph.D. thesis, 1953, Columbia U.
437. Cohen, Bertram D., Kalish, Harry I., Thurston, John R., & Cohen, Edwin. (VA Hospital, Iowa City, Iowa.) Experimental manipulation of verbal behavior. *J. exp. Psychol.*, 1954, 47, 106-110.—Two experiments were conducted in an investigation of the effect of reinforcement on verbal behavior. In the first, it was noted that there were successive increments in a reinforced verbal response, while in the second, which was concerned with the extinction of this response, only that group of Ss which during extinction had another response reinforced extinguished the original response.—(J. Arbit)
438. Cohn, Barbara Norfleet. (Harvard U., Cambridge, Mass.) Projective methods and verbal learning. *J. abnorm. soc. Psychol.*, 1954, 49, 290-297.—"This experiment investigated the question of whether some methods of measuring verbal learning were more sensitive than others in revealing the effects of frequency and consequence. It was found that the effects of frequency were homologous, regardless of the test used to measure verbal learning. The methods were not equivalent in revealing the effects of consequence (reward and punishment). The more difficult the particular test used to measure verbal learning, the lower was S's absolute score and the more likely to appear were the effects of reward and punishment."—(L. N. Solomon)
439. Cole, J. (Oxford U., England.) A comparative study of the learning of four *Macaca nemestrina* monkeys. *Behaviour*, 1953, 6, 120-127.—Training in a number of discrimination problems showed performances consistent with the establishment of "learning sets." "It is suggested that measuring the capacity to shift sets yields a more accurate assessment of a monkey's relative ability than his performance on discrimination tests."—(L. L. O'Kelly)
440. Dawson, Herbert Ellsworth, Jr. Concurrent conditioning of autonomic processes in humans. *Dissertation Abstr.*, 1954, 14, 189.—Abstract of Ph.D. thesis, 1953, Indiana U.
441. Eglash, Albert. (Mayor's Rehab. Committee, Detroit, Mich.) Fixation and inhibition. *J. abnorm. soc. Psychol.*, 1954, 49, 241-245.—"To the current view that animal fixation occurs when a persistent response inhibits the expression of more adaptive behavior, an alternative view is offered: An underlying inhibition leads to substitute behavior. This view seems consistent both with Maier's experimental findings with animals and with his application of the derived principles to human guidance."—(L. N. Solomon)
442. Enrick, Ralph A. Serial rote learning as a function of anxiety. *Dissertation Abstr.*, 1954, 14, 550-551.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.
443. Erastova, M. N. *Elektricheskoe razdruzhenie kozhi sobaki kak usloviyfe vzbuditel' raboty slivnykh zhelez.* (Electrical irritation of dog's skin as a conditioned stimulus of salivary glands.) *Moskva: Akad. Med. Nauk SSSR*, 1953. 148 p. 8 r. 40 kop.—The author of this dissertation, originally published in 1912, has shown that the electrical stimulus, evoking usually defensive reaction, may be transformed into the stimulus causing the secretion of salivary glands.

This work is at the same time one of the first descriptions of experimental neurosis and the breakdown of higher nervous activity. 3 pages of references (through 1911).—(M. Choynowski)

444. Estes, William K., et al. *Modern learning theory; a critical analysis of five examples*. New York: Appleton-Century-Crofts, 1954. xv, 379 p. \$5.00.—This volume contains the written reports of a 7-member seminar which met with the purpose of discussing the status and current problems of learning theory. 5 theories are reviewed: Clark L. Hull by Sigmund Koch (148-item bibliography); Edward C. Tolman by Kenneth MacCorquodale and Paul E. Meehl (187-item bibliography); Burrhus F. Skinner by William S. Verplanck (64-item bibliography); Kurt Lewin by William K. Estes (18-item bibliography); and Edwin R. Guthrie by Conrad G. Mueller, Jr., and William N. Schoenfeld (40-item bibliography).—(A. J. Sprow)

445. Estes, W. K., & Straughan, J. H. (Indiana U., Bloomington.) *Analysis of a verbal conditioning situation in terms of statistical learning theory*. *J. exp. Psychol.*, 1954, 47, 225-234.—Learning rates, asymptotic behavior, and sequential properties of response in a verbal conditioning situation were studied in relation to predictions from statistical learning theory. The experimental situation was one in which S was asked to predict which one of two events would occur when the probability is controlled by E. In general it was found that the rate of learning was related to the difference between initial response probability and probability of reinforcement during a series. It was also noted that Ss did not respond to a series as a whole, but that sensitivity to the effects of reinforcements and nonreinforcements increased as a function of trials.—(J. Arbit)

446. Forster, Charles B. (Harvard U., Cambridge, Mass.) *Use of the blackout in the investigation of temporal discrimination in fixed-interval reinforcement*. *J. exp. Psychol.*, 1954, 47, 69-74.—"Three experiments were reported in which blackouts were used to demonstrate that rate changes in the pecking behavior of pigeons on fixed-interval schedules of reinforcement were under the control of stimuli with temporal properties. Under a 90-sec. fixed-interval schedule, the low rate of responding in the first part of the interval was under the control of the reinforcement, which had an effective duration of 30-sec. or less. Under a 45-min. fixed-interval schedule, the rate of responding in the first part of the interval was under the control of the number of responses emitted during the preceding interval. A blackout following the reinforcement prevented the carry-over of the stimulus from one interval to the next."—(J. Arbit)

447. Fink, Harold Kenneth. *Mind and performance: a comparative study of learning in mammals, birds, and reptiles*. New York: Vantage Press, 1954. xiii, 113 p. \$3.00.—Using a simple four-path maze, learning of man, pig, dog, goat, white rat, chicken, rabbit, cat, and several species of turtles and tortoises were

tested. Comparative scores were based on man's performance equated to 100. The other forms had relative scores: pig, 47.5; dog, 45.3; chicken, 31.9; white rat, 31.9; cat, 24.5; chelonians, 14.5 to 12.3. 23 references.—(C. M. Louttit)

448. Fink, John B. (U. Louisville, Ky.) *Conditioning of muscle action potential increments accompanying an instructed movement*. *J. exp. Psychol.*, 1954, 47, 61-68.—"To investigate acquisition and extinction of muscle action potential increments associated with an instructed, overt response and a noninstructed CS, an experimental situation was modeled on the Pavlovian paradigm. Paired sound stimuli were utilized to obtain systematic modification of muscle action potentials preceding an instructed, overt response. Significant acquisition and extinction effects were obtained. An inverse relation between muscle action potential magnitude and overt response latency was noted. It was concluded that muscle action potential increments associated with an instructed, overt response can be conditioned to an antecedent, noninstructed stimulus...[and]...that overt motor response conditioning may be viewed as a consequence of muscle action potential conditioning."—(J. Arbit)

449. Gelber, Beatrice Tepper. *Muscular tension in the learning and unlearning of a simple choice response*. *Dissertation Abstr.*, 1954, 14, 189-190.—Abstract of Ph.D. thesis, 1953, Indiana U.

450. Green, Edward J. (Harvard U., Cambridge, Mass.) *An anchoring effect in the operant responding of rats*. *Amer. J. Psychol.*, 1954, 67, 141-142.—This study investigated the effect of varying levels of illumination in suppressing an operant bar pressing response in the white rat. Results indicate that rate of response is inversely proportionate to intensity of illumination. "It also seems that if a low rate of response is to be taken as a measure of averseness, then averseness must be defined in terms of the relative position of the stimulus with respect to others rather than by an absolute criterion."—(J. A. Stern)

451. Griffiths, William J., Jr., & Senter, R. J. (U. Mississippi, University.) *The effect of protein deficiency on maze performance of domestic Norway rats*. *J. comp. physiol. Psychol.*, 1954, 47, 41-43.—Rats were maintained on either a standard McCollum diet or on a protein-free diet from weaning to 60 days of age. Half of each group ran a Warner-Warden maze for 30 trials for a protein-free reward, the other half of each group for a McCollum diet reward. The protein-free animals running to a McCollum diet reward made significantly fewer errors. "The hypothesis was offered that the qualitative aspect of the goal object relative to the organic condition of the Ss was the factor responsible for the above findings."—(L. I. O'Kelly)

452. Gudeman, H. E., & Davis, R. T. *Serial recognition as a function of list length, form and color content, and speed of presentation*. *Proc. S.D. Acad. Sci.*, 1951, 30, 29-35.—12 female college students



were given serial recognition-card lists daily for 27 days. The cards contained pictures which differed in form and color content. Lists differed in length and were presented at three different speeds. The authors found a decreasing difficulty in recognition with practice, and found that the form content of the cards significantly affected the scores. Lists of abstract cards were more difficult to learn than lists of cards showing inanimate objects or lists of cards showing people or animals.

453. **Holl, John F.** (Pennsylvania State U., State College.) **Learning as a function of word frequency.** *Amer. J. Psychol.*, 1954, **67**, 138-140.—"Word-lists, containing words of a different frequency as indicated by the Thorndike-Lorge word-count, were presented to groups of college students, who were subsequently tested for recall. A significant positive relationship between word-frequency and recall was found."—(J. A. Stern)

454. **Hammer, Morton.** **Common and unique elements in human discrimination learning.** *Dissertation Abstr.*, 1954, **14**, 721.—Abstract of Ph.D. thesis, 1954, Indiana U.

455. **Harlow, Harry F.** (U. Wisconsin, Madison.) **Motivational forces underlying learning.** In *Kentucky Symposium, Learning theory, personality theory, and clinical research*, (see 29: 537), 36-53.—Experimental evidence (utilizing monkeys as subjects) is presented and discussed to support the contention that above and beyond the visceral need-appetitive motivational mechanisms and the emotional motivational mechanisms there is a third category of motives, a category of motives which are elicited by external stimuli and which have been described by such names as manipulation, exploration, curiosity, and play.—(L. N. Solomon)

456. **Harlow, Harry F., & McCleary, Gerald E.** (U. Wisconsin, Madison.) **Object discrimination learned by monkeys on the basis of manipulation motives.** *J. comp. physiol. Psychol.*, 1954, **47**, 73-76.—Three rhesus monkeys learned to discriminate between members of pairs of colored objects (screw-eyes) on the basis of manipulation motivation. "Manipulation motivation as measured by response frequency persisted with no significant decrement throughout the seven problems of the study."—(L. I. O'Kelly)

457. **Harwood, Charles Wilson.** **Vasomotor conditioning in human subjects.** *Dissertation Abstr.*, 1954, **14**, 555-556.—Abstract of Ph.D. thesis, 1953, U. Washington.

458. **Hellyer, Sydney.** **The duration of the consummatory response as a variable in amount of reinforcement studies.** *Dissertation Abstr.*, 1954, **14**, 722-723.—Abstract of Ph.D. thesis, 1954, Indiana U.

459. **Herbert, Marvin James.** **The generation of the fractionated goal response by differential effector activity at the goal box.** *Dissertation Abstr.*, 1954, **14**, 556-557.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

460. **Kamin, Leon J.** (Harvard U., Cambridge, Mass.) **Traumatic avoidance learning: the effects of CS-US interval with a trace-conditioning procedure.** *J. comp. physiol. Psychol.*, 1954, **47**, 65-72.—"The effects of CS-US interval on avoidance learning were explored by training dogs in a shuttle box with CS-US intervals of 5, 10, 20, and 40 sec. (trace-conditioning). Within the span of intervals tested, the briefer CS-US intervals led to: more rapid acquisition of the avoidance response; more resistance to extinction of the avoidance response; shorter latency of the avoidance response; fewer spontaneous, intertrial responses; and a more focalized pattern of emotional behavior, with less general agitation and less gastrointestinal upset."—(L. I. O'Kelly)

461. **Lazarus, Richard S., Deese, James, & Hamilton, Robert.** (Johns Hopkins U., Baltimore, Md.) **Anxiety and stress in learning: the role of intraserial duplication.** *J. exp. Psychol.*, 1954, **47**, 111-114.—A study of the relationship between serial learning, Taylor Anxiety Scale scores, and two conditions of stress produced by electric shock. The results of this experiment support previous findings which indicate that task difficulty reverses the usual anxiety-avoidance learning relationship.—(J. Arbit)

462. **Lehan, W. G., Krochok, D. A., & Davis, R. T.** (U. South Dakota, Vermillion). **Operant responses of inbred strains of mice before and during water deprivation.** *Proc. S.D. Acad. Sci.*, 1952, **31**, 221-224.—16 mice, 4 from each of 4 different inbred strains were each run through 6 segments of a circular maze daily for 39 days. Each segment of the maze contained a blind pocket and a sliding door. The experimenter opened a door each time an animal put his head into the blind pocket. Time taken to complete the maze was recorded. On the last 4 days the animals were deprived of water 18 hours before each run and not given water until they had been returned to their home cages one-half hour. Responses to water deprivation were strain specific and performance ranged from markedly disrupted to markedly improved.

463. **Leonhardt, Harry Ludwig.** **Level of performance as a function of the magnitude of the reward under two degrees of training.** *Univ. N. C. Rec.*, 1953, No. 520, 226.—Abstract of M. A. thesis.

464. **Lewicki, Andrzej.** **Zapominanie nazwisk; studium nad psychologicznymi podstawami uczenia się i nauzenia.** (Forgetting of names; a study on the psychological foundations of learning and teaching.) *Torun: Towarzystwo Naukowe*, 1950. 181 p.—The task of this experimental study is to explain in what way arise the deformations in remembering names and how these processes are connected with forgetting. The author proposes the psychological model of memory traces as anatomical changes in the brain, but affirms that they may be at the same time looked upon as latent contents of previous perceptions owing to the role they play in the mental life of man. The conclusion is drawn that there is no evidence of memory traces getting deformed, on the contrary, all

deformations of names can be explained by the dying out of recollections and by the process of reconstruction based upon fragmentary and indistinct recollections. English summary. 56 references.—(M. Choynowski)

465. Livesey, P. J., & Kirk, R. L. Chronic extinction of conditioned vaso-motor in man. *Aust. J. Psychol.*, 1953, 5, 133-145.—A description of a method for rapidly conditioning vasomotor and sudorific activity in human adults is presented. The strength of the vasomotor response was found to decline steadily after the last conditioning session, "becoming weakened or completely extinguished after periods ranging from 3-20 weeks."—(P. E. Lichtenstein)

466. Lyons, John Daniel. Sensory pre-conditioning and stimulus habituation. *Dissertation Abstr.*, 1954, 14, 407.—Abstract of Ph.D. thesis, 1953, U. Illinois.

467. Maatsch, Jack L., Adelman, Harvey M., & Denny, M. Ray. (Michigan State Coll., E. Lansing.) Effort and resistance to extinction of the bar-pressing response. *J. comp. physiol. Psychol.*, 1954, 47, 47-50.—Rats given identical preliminary training, were then trained to press weighted bars of 5, 40 or 80 grams to identical criteria. Extinction trials were then run under the same bar-loading conditions as obtained in the training. The results indicate no relationship between amount of effort and resistance to extinction. The theoretical implications of this finding are discussed.—(L. I. O'Kelly)

468. McAllister, Dorothy Elsey. (State U. Iowa, Iowa City.) The effects of various kinds of relevant verbal pretraining on subsequent motor performance. *USAF Pers. Train. Res. Cent. Tech. Rep.*, 1954, No. 54-9, 8 p.—Reprinted from *J. exp. Psychol.*, 1953, 46(5), 329-336, (see 28: 7165).

469. Maher, Winifred B., & Wickens, Delos D. (Ohio State U., Columbus.) Effect of differential quantity of reward on acquisition and performance of a maze habit. *J. comp. physiol. Psychol.*, 1954, 47, 44-46.—After pre-training rats to discriminate a one- from a five-pellet reward in a single unit T maze, they were run on a 14-unit Stone multiple-T maze for 20 daily trials under 23-hours food deprivation, half of the animals receiving a larger and half a smaller amount of reward in the goal box. Retention tests were made 2.5 months later under a water-deprivation and reward regimen. There were no significant differences in error scores on original learning or on retention between the differentially rewarded groups. The group receiving the larger reward showed faster mean running time during original learning.—(L. I. O'Kelly)

470. Maier, Norman R. F. (U. Michigan, Ann Arbor.) The premature crystallization of learning theory. In *Kentucky Symposium, Learning theory, personality theory, and clinical research*, (see 29: 537), 54-65.—"The type of research reported in this paper suggests that the concept of reinforcement, so

important to present learning theory, requires re-examination. An attempt to incorporate association formation, motivation, and perception into a single quantitative theory seems premature, since our knowledge of each of these processes still is in a state of development. To combine them all into a reinforcement concept buries the problems rather than stimulates analysis."—(L. N. Solomon)

471. Mathews, Ravenna. (U. California, Berkeley.) Recall as a function of number of classificatory categories. *J. exp. Psychol.*, 1954, 47, 241-247.—"The Ss classified names of famous people into 2, 3, or 6 categories. The different lists of names used were equated on the basis of controlled association data. On recall tests 10 min. after the classification of the names, Ss who had been given 6 categories recalled significantly more names on the average than those who had been given 3 categories, who in turn recalled significantly more names on the average than those who used 2 categories. Intrusions varied inversely with number of categories. The results are interpreted in terms of interference among the items of the experimental list and between those on the list and other familiar items in the Ss' 'parent-categories.'"—(J. Arbib)

472. Meryman, John J. The magnitude of an unconditioned GSR as a function of fear conditioned at a long CS-UCS interval. *Dissertation Abstr.*, 1954, 14, 184.—Abstract of Ph.D. thesis, 1953, State U. Iowa.

473. Montgomery, K. C. (Yale U., New Haven, Conn.) The role of the exploratory drive in learning. *J. comp. physiol. Psychol.*, 1954, 47, 60-64.—To test whether novel stimulation can function as a reinforcing agent and whether "the mechanism underlying this kind of reinforcement is an increase, rather than a decrease, in the strength of the exploratory drive," rats were given free choice trials in a Y-maze, one arm of which was connected with a Dashiell-type maze, and the other arm of which terminated in a blind alley; 24 trials were given with the D-maze on the right and 24 trials with it on the left. Animals learned to select the arm with the D-maze and to reverse their choices when the D-maze was exchanged. Throughout the experiment the animals showed progressive decrease in latencies. It is concluded that learning occurs, that it is based upon the exploratory drive, and that the results support both the above hypotheses.—(L. I. O'Kelly)

474. Mowrer, O. H. (U. Illinois, Urbana.) Ego psychology, cybernetics, and learning theory. In *Kentucky Symposium, Learning theory, personality theory, and clinical research*, (see 29: 537), 81-90.—"What is learned are attitudes, meanings, or expectations which consist of token decrements in emotional tension (secondary reinforcements, or rewards) and token increments (secondary motivation, or punishment). It is assumed that it is these inner, conscious factors which, moment by moment, select and shape overt action; and if we take this position we have ample provision for 'learning' without doing, e.g., for

changes in behavior that occur, solely and immediately, because the situation, or, more exactly, the individual's internal tension state, or 'field,' has changed." The concepts of positive and negative feedback are discussed in terms of the psychology of the ego and the superego.—(L. N. Solomon)

475. Mowrer, O. Hobart. *Learning theory: historical review and re-interpretation*. *Harvard educ. Rev.*, 1954, 24, 37-58.—Contemporary learning theory is examined in historical perspective which traces the parallel development of systematic formulations in terms of conditioning or sign learning and trial-and-error or solution learning, respectively. Since neither principle alone provides a comprehensive theory of learning, two basic and different processes must be recognized. In this two-factor conception the processes exist and function in an end-to-end relationship. Implications and corroborative evidence for this system are presented as they relate to (1) the problem of punishment, (2) secondary reinforcement, (3) "reasoning" and mediational responses, (4) neurosis and therapy, and (5) social psychology. 50 references.—(R. C. Strassburger)

476. Mowrer, O. H., & Aiken, E. G. (U. Illinois, Urbana.) *Contiguity vs. drive-reduction in conditioned fear: temporal variations in conditioned and unconditioned stimulus*. *Amer. J. Psychol.*, 1954, 67, 26-38.—Five groups of albino rats were run in a conditioning experiment in which the temporal relationship between the conditioned stimulus (flashing light) and unconditioned stimulus (electric shock) were systematically varied. Group 1 received the CS (duration of 3 sec.) immediately prior to the US (10 sec.), in the second group both were introduced at the same time, in the third group the CS was introduced for the last three seconds of the US, in the fourth group the CS came immediately after the US, and in the fifth group the CS occurred two minutes after termination of the US. Curves of inhibition of hunger motivation indicate a progressive decrease in inhibition from groups one through five. The findings are interpreted as being consistent with a two factor learning theory.—(J. A. Stern)

477. Mowrer, O. H., & Solomon, L. N. (U. Illinois, Urbana.) *Contiguity vs. drive reduction in conditioned fear: the proximity and abruptness of drive-reduction*. *Amer. J. Psychol.*, 1954, 67, 15-25.—The acquisition by an initially neutral stimulus (flashing light) of the capacity to elicit a fear response in rats is shown to be contingent upon what occurs when the noxious stimulus (electric shock) first occurs, rather than being dependent on either proximity or abruptness of drive reduction. These findings are derived from experiments in which groups of rats received an unconditioned stimulus (shock) in one of 4 ways—brief shock (3 sec.) with abrupt onset and termination, long shock (10 sec.) with abrupt onset and termination, brief shock (4 sec.) with abrupt onset and gradual termination, and long shock (7 sec.) with abrupt onset and gradual termination. The results are interpreted to

support Mowrer's two factor learning theory in contradistinction to Hull's monistic theory.—(J. A. Stern)

478. Morkina, L. N. *Paradoksa signal'nogo znachenii razdrozhitel', otosushchikh k uslovnyim dvigatel'nyim refleksam*. (Revision of the signalizing significance of stimuli relating to conditioned motor reflexes.) *Zh. vyssb. nervn. Deiatel'*, 1952, 2(5), 760-765.—An account of an experiment with monkeys on changing the "signalizing significance" of conditioned stimuli is given along with a related discussion in Pavlovian terms.—(I. D. London)

479. Porter, Vonne Frank. *The effect of secondary reinforcement on the learning of a multiple-unit maze*. *Dissertation Abstr.*, 1954, 14, 557.—Abstract of Ph.D. thesis, 1953, Vanderbilt U.

480. Postman, Leo, & Tuma, A. H. (U. California, Berkeley.) *Latent learning in human subjects*. *Amer. J. Psychol.*, 1954, 67, 119-123.—Three groups of human subjects, a transfer, a recall and a control group were trained on a mental maze consisting of a series of 12 multiple choice items. In the experimental groups alternate solutions were present in the maze presented. Two indices of latent learning were obtained, the learning of the alternate path through the maze by both the transfer and control groups and in the recall group a measure of incidental memory for irrelevant incentive stimuli, regardless of specific location, were obtained. Latent learning, as measured by the former measure did not indicate that it had taken place, while the latter measure indicated that "when performance on the critical task does not depend on memory for the specific location of the items, there is evidence for a considerable amount of latent learning."—(J. A. Stern)

481. Price, Helen G., & Lewis, Don. (State U. Iowa, Iowa City.) *Increased pronouncing behavior as a factor in serial learning*. *J. exp. Psychol.*, 1954, 47, 95-100.—Studied the effects of increased pronouncing behavior on the learning of a list of three-consonant combinations by the serial anticipation method. It was concluded that associating names with consonant combinations assisted in the discrimination and identification of the verbal material even though the consonant combinations by themselves were not favorable to the arousal of already established differentiating and identifying responses.—(J. Arbit)

482. Remond, Charles K. (State U. Iowa, Iowa City.) *Performance in instrumental learning as a joint function of delay of reinforcement and time of deprivation*. *J. exp. Psychol.*, 1954, 47, 248-250.—Four groups of rats each received one of two levels of the following experimental variables in a simple instrumental learning situation: delay of reinforcement (1 sec. vs. 5 sec.) and time of food deprivation (22 hr. vs. 4 hr.). The short-delay groups ran faster than the long-delay groups, and the high-drive groups ran faster than the low-drive groups. No significant interaction was found between the effects of delay of reinforcement and time of deprivation, a result which is contrary to Hull's assumption that... (these)... combine



multiplicatively, but consistent with Spence's suggestion that these factors combine additively."—(J. Arbit)

483. Reynolds, Bradley, & Adams, Jack A. Effect of distribution and shift in distribution of practice within a single training session. *USAF Pers. Train. Res. Cent. Tech. Rep.*, 1954, No. 54-10, 9 p.—Reprinted from *J. exp. Psychol.*, 1953, 46(3), 136-145, (see 28: 7177).

484. Rigby, W. K. (VA Hospital, Jefferson Barracks, Mo.) Approach and avoidance gradients and conflict behavior in a predominantly temporal situation. *J. comp. physiol. Psychol.*, 1954, 47, 83-89.—Using the Bijoux conditioning apparatus for rats, the effect of temporal distance between presentation of the CS and presentation of food or shock was investigated by measuring the amount of activity in successive intervals of a constant 10 second interval between CS and reinforcement. Both approach and avoidance gradients were found, the slopes tending to increase as the reinforcement approaches in time. In an approach-avoidance conflict situation the activity gradients are reduced, with minimal spontaneous recovery.—(L. I. O'Kelly)

485. Ritchie, Malcolm Luther. Transfer of training as a function of task complexity. *Dissertation Abstr.*, 1954, 14, 409.—Abstract of Ph.D. thesis, 1953, U. Illinois.

486. Rokotova, N. A. Obrazovanie vremennyykh svyazey v kore golovnogo mozga sobak pri defstvi neskol'kikh indifferentnykh razdrashiteley. (Formation of conditioned [temporary] connections in the cerebral cortex of dogs under the action of several indifferent stimuli.) *Zh. vyssh. nervn. Deiatel'.*, 1952, 2(5), 753-759.—The formation of conditioned connections is possible between two or more cortical foci of excitation, caused by indifferent stimuli. These connections exhibit various durations (from 10 days to 7 months), depending on the type of nervous system and the conditions of the experiment.—(I. D. London)

487. Rozental', I. S. K kharakteristike taktil'nykh i svetoovykh kompleksnykh uslovnykh reflektorov. (On the character of tactile and visual complex conditioned reflexes.) *Zh. vyssh. nervn. Deiatel'.*, 1952, 2(5), 634-639.—Various factors are discussed relating to the formation of "complex successive positive and negative conditioned reflexes," in dogs.—(I. D. London)

488. Sampson, Hubert, & Bindra, Dalbir. (McGill U., Montreal, Que., Can.) "Manifest" anxiety, neurotic anxiety, and the rate of conditioning. *J. abnorm. soc. Psychol.*, 1954, 49, 256-259.—"The validity of the Taylor Scale of Manifest Anxiety was examined with a view to reconciling the contradictory results of the studies of the relation between anxiety and the rate of conditioning.... The results indicated that different scores on the scale do not represent different degrees of manifest anxiety, though the scores within a limited range (19 to 33) are more likely to be asso-

ciated with a clinical diagnosis of "anxious" than are scores above and below this range."—(L. N. Solomon)

489. Silver, Carl A., & Meyer, Donald R. (Ohio State U., Columbus.) Temporal factors in sensory preconditioning. *J. comp. physiol. Psychol.*, 1954, 47, 57-59.—In an experiment designed to test the hypothesis that "transfer in preconditioning experiments varies in amount as a function of the temporal relations between preconditioning stimuli," groups of rats were preconditioned with forward, backward and simultaneous presentation of light and buzzer. Control groups received either light or buzzer alone or no pre-training. In a subsequent standard block of conditioning trials, it was found that the forward preconditioning group showed the greatest transfer, and that all preconditioning groups showed greater transfer than any of the three control groups, the latter being indistinguishable. "It was concluded that an S-R analysis gives a satisfactory account for these findings, and that the data from sensory preconditioning experiments cannot be offered in exclusive support of S-S theories of learning."—(L. I. O'Kelly)

490. Sinkavich, Z. L. O vzaimodeystvii pervoi i vtoroi kortikal'nykh signal'nykh sistem pri vyrobke na odin i tot zhe razdrashitel' uslovnogo tormozu i uslovnogo rastormozhivaniia. (On the interaction of the first and second cortical signal systems in the course of developing conditioned inhibition and conditioned disinhibition to the same stimulus.) *Zh. vyssh. nervn. Deiatel'.*, 1952, 2(5), 640-652.—A report on conditioning experiments employing physical and corresponding verbal cues.—(I. D. London)

491. Spence, Kenneth W. (State U. Iowa, Iowa City.) Current interpretations of learning data and some recent developments in stimulus-theory. In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 1-21.—Following a brief discussion of the nature of learning theories and of the situations they deal with, it is pointed out that it was unnecessary for Hull to make additional assumptions in the case of the three measures of response ( $R_s$ ,  $R_T$ , and  $R_N$ ), since their functions necessarily follow from previous assumptions. The multiplicative relationship of the motivational variables V, K, and D is questioned and an additive relationship suggested instead.—(L. N. Solomon)

492. Spence, Kenneth W., & Forber, I. E. (State U. Iowa, Iowa City.) The relation of anxiety to differential eyelid conditioning. *J. exp. Psychol.*, 1954, 47, 127-134.—Ss were divided into an anxious or non-anxious group based on Taylor Anxiety Scale scores and tested in an eyelid conditioning situation to obtain data on the level of response and degree of differentiation between a positive and negative CS. A significant difference between the groups was found in connection with the level of response to the positive CS. A number of other differences also were noted, but none was significant. 29 references.—(J. Arbit)

493. Stevenson, Harold W., & Iscoe, Ira. (U. Texas, Austin.) **Overtraining and transposition in children.** *J. exp. Psychol.*, 1954, 47, 251-255.—A study of the effect of overtraining on transposition in children older than those used in previous studies and who have been trained in a three-stimulus rather than a two-stimulus transposition situation. In general, found (1) less transposition than in the studies with younger children, (2) the overtrained Ss chose the correct stimulus to a greater degree than the less well trained Ss, and (3) that appropriate verbalization was related to the ability to show transposition.—(J. Arbit)
494. Straughon, James Holmes. **An application of statistical learning theory to an escape learning situation using human subjects.** *Dissertation Abstr.*, 1954, 14, 722.—Abstract of Ph.D. thesis, 1954, Indiana U.
495. Thompson, Robert, & Konshalo, D. R. (U. Texas, Austin.) **Discrimination learning and habit reversal as affected by thyroid hormone.** *J. comp. physiol. Psychol.*, 1954, 47, 36-40.—Three groups of animals, matched by split litter technique, were treated by injections of thyroxine, or by thiouracil diet to produce hyper- or hypothyroidism, the third group being a normal control. All animals learned a brightness discrimination in a one-unit T water maze, and then learned its reversal after 1, 7 or 15 days. In original learning there was a marked tendency for both experimental groups to be inferior to the control group. In the habit reversal, there appeared to be a positive relationship between metabolic activity and ease of reversal after 7 days delay and a negative relationship after 14 days delay.—(L. I. O'Kelly)
496. Veronin, L. G. **Analiz i sintez slozhnykh razdrazhitel' u vysshikh zhivotnykh.** (Analysis and synthesis of complex stimuli in higher animals.) Leningrad: Medgiz, 1952. 200 p. 8 z. 60 kop.—This book presents the results of author's research on the forming of conditioned reflexes on complex stimuli in dogs and monkeys. First chapter is devoted to the review of the work done on the subject by the Pavlovian school since 1906; in the second chapter the author describes his method and experimental animals; the third is devoted to the salivary and motor reflexes to chains of stimuli; in the fourth reflexes to complex simultaneously and successively acting stimuli are described; in the fifth chapter complex conditioned motor reactions are discussed. The author succeeded in revealing a number of new data which confirm the specificity of conditioned reflexes to chains of stimuli, and allow to form a picture of a complex interaction between inhibitory and excitatory processes which take place during the analysis and synthesis of separate components of any chain stimulus. 141-item bibliography.—(M. Choynowski)
497. Weinstock, Solomon. **Acquisition and extinction of a partially reinforced running response at a 24 hour intertrial interval.** *Dissertation Abstr.*, 1954, 14, 723-724.—Abstract of Ph.D. thesis, 1954, Indiana U.
498. Wickens, Deles D. (Ohio State U., Columbus.) **Stimulus-response theory as applied to perception.** In Kentucky Symposium, Learning theory, personality theory, and clinical research, (see 29: 537), 22-35.—"This paper is an attempt to view the perceptual responses as mediating responses to which the overt responses are made, but which are predictable from a knowledge of the prior experiences of the organism. It is further assumed that the molecular postulates of S-R psychology, primarily the postulates dealing with reinforcement, non-reinforcement, and stimulus generalization, may be employed in making these predictions." An experimental study in selective perception or perceptual set is analyzed utilizing these formulations.—(L. N. Solomon)
499. Wilson, Maurice P. (Columbia U., New York.) **Periodic reinforcement interval and number of periodic reinforcements as parameters of response strength.** *J. comp. physiol. Psychol.*, 1954, 47, 51-56.—Using a Skinner box and 23-hour hunger motivation, the effects of the periodic reinforcement interval and the number of reinforcements at a fixed periodic interval on response strength are reported. There is an inverse relationship between rate of responding and periodic reinforcement interval in the range from 1/6 to 6 minutes. "The function relating resistance to extinction and the periodic-reinforcement interval has a maximum at approximately 1 min." As the number of reinforcements increases there is an increase in resistance to extinction.—(L. I. O'Kelly)
500. Yoshii, N., & Oga, Y. (Osaka U., Japan.) **Fundamental form of the conditioned response.** *Med. J. Osaka Univ.*, 1953, 4(1), 75-90.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1326, abs. 13553.)

(See also abstracts 69, 174, 203, 204, 224, 347, 731, 1201, 1693)

#### THINKING & IMAGINATION

501. Abdel Gawad, S. (Elementary Teachers Training Institute, Mansoura, Egypt.) (Freud's theory of dreams.) *Egypt. J. Psychol.*, 1952-53, 8, 231-248.—A presentation of Freud's theory on the causation and interpretation of dreams. Dreams have both a latent and a manifest content, and transformation from the first to the second follows certain mechanisms. In Arabic.—(L. H. Melikian)
502. Badawi, M. Y. (Loss of teeth in dreams.) *Egypt. J. Psychol.*, 1952-53, 8, 197-210.—Contrary to the purely sexual interpretations of Freud and Steckel loss of teeth in dreams is interpreted as an expression of hostility towards a particular object or the result of the threat of the ego to the id for going against the mores. This interpretation seems to agree with popular interpretation that loss of teeth in dreams indicates the death of a relative. It is going against the taboos by unconsciously wishing for the death of a relative. In Arabic.—(L. H. Melikian)
503. Barratt, P. E. **Imagery and thinking.** *Aust. J. Psychol.*, 1953, 5, 154-164.—Performance on spatial group tests was studied in relation to subject's ratings of the extent, use, and facility of visual imagery.

Those who rated the spatial-manipulation tests high in imagery obtained higher test scores on the average. Those who rated the spatial-reasoning tests high in imagery showed no advantage over low raters.—(P. E. Lichtenstein)

504. **Behan, Richard A., & Behan, Frances L.** (Michigan State Coll., East Lansing.) **Comments on Seeman's operational analysis of the Freudian theory of daydreams.** *Psychol. Bull.*, 1954, **51**, 176-178.—Seeman's analysis (see 26: 4650) of the Freudian theory of daydreams ("...daydreams are wish-fulfillments") is criticized on the grounds that he has (1) confused statements about theory with statements in theory, (2) committed the fallacy of asserting the consequence, and (3) implied that the disconfirmation of a statement derived from an empirical theory does not necessarily deny the theory itself.—(R. Perloff)

505. **Bennett, Chandler.** **A study of the dream in depth, its corollary and consequences.** *Psychoanal. Rev.*, 1954, **41**, 122-134.—Dreaming is the field of purest symbol. Meaning is a basal phase of reality in which our own unconscious side operates. Dreaming is the symbolic flow of the event world. The dream is factually regressive and symbolically progressive. The final psychic problem is the problem of the incongruity of symbolic and factual elements of response to reality. Psychologically there is no illusion or delusion; there is only a mistaking of one reality for the other.—(D. Prager)

506. **Clay, J.** **Intuitive and discursive thought, a comparison.** *Proc. Kon. Ned. Ak. v. Wet., Ser. B*, 1954, **57**, 20-28.—Intuitive and discursive thought are distinguished, and examples of each are given.—(R. W. Burnham)

507. **Cobb, H. V., & Brenneise, S. H.** (U. South Dakota, Vermillion.) **Solutions of the Meier string problems as a function of the method of problem presentation.** *Proc. S.D. Acad. Sci.* 1952, **31**, 138-142.—222 college students were used as subjects in variant presentations of Meier's string problems. The authors found that frequency of solution depended on the degree of abstractness of the problem setting, the materials available to solve the problem, and the sex of the subject. They concluded that "there is no evidence from this study that one solution is attributively easier or more difficult than another."

508. **Germa, Angel.** **La psychanalyse des rêves.** Paris: Presses Universitaires de France, 1954. vii, 417 p. 1600 fr.—A French translation of "Psicoanálisis de los sueños" (2d ed.), (see 23: 4662), by Madeleine and Willy Baranger.

509. **Gillárovskij, V. A.** **Uchenie o gollütsinatstikh.** (Theory on hallucinations.) Moskva: Akad. Med. Nauk SSSR., 1949. 198 p. 13 r.—In the Introduction the author traces principal phases in the development of our knowledge of hallucinations. 8 chapters of the book are devoted to (1) Clinic of the hallucinatory states, (2) Hallucinatory disturbances in the organic brain diseases, (3) Toxic hallucinations, (4) Infectious hallucinatory states, (5) Hallucinatory disturb-

ances in somatically ill, (6) Psychogenic hallucinations, (7) Questions of pathogenesis in the problem of hallucinations, and (8) Hallucinations and delirium. 88-item bibliography.—(M. Choynowski)

510. **Hanawalt, Nelson G.** (New Jersey Coll. Women, New Brunswick.) **Recurrent images: new instances and a summary of the older ones.** *Amer. J. Psychol.*, 1954, **67**, 170-174.—Description of a new "recurrent image," review of the literature and a short discussion of such perceptions.—(J. A. Stern)

511. **Haney, William Valentine.** **Measurement of the ability to discriminate between inferential and descriptive statements.** *Dissertation Abstr.*, 1954, **14**, 405-406.—Abstract of Ph.D. thesis, 1953, Northwestern U.

512. **Howie, Duncan.** **A reasoning factor indicated by general factor analysis.** *Aust. J. Psychol.*, 1953, **5**, 28-41.—13 tests were used to test the possibility of a reasoning factor. Scores were intercorrelated and the coefficients factorized separately for the two sexes. Separate analyses were made for (1) right scores and (2) error scores where the tests were given under restrictive time limits. A reasoning factor was evidenced in both analyses. The error or "Wongs" analysis also indicated a factor tentatively described as carefulness or caution. 23 references.—(P. E. Lichtenstein)

513. **Huckel, Helen.** **Vicarious creativity.** *Psychoanalysis*, 1953, **2**(2), 44-55.—One of the puzzles of mythology concerns the many legends of man as the original creator. Woman, the real creator, enters usually much later in myths of creation. Freud in the Schreber case offered a concrete illustration of this male wish for motherhood, which is at once the wish to be and the fear of being a woman. In many cases of males, artistic creativeness is chosen as a substitute for real creativity and represents a vicarious creativity of the only kind available to the male.—(L. E. Abt)

514. **Jessor, Richard.** (U. Colorado, Boulder.) **The generalization of expectancies.** *J. abnorm. soc. Psychol.*, 1954, **49**, 196-200.—To test the proposition that generalization of expectancy changes occurs along a dimension of learned-goal similarity, a level-of-aspiration paradigm was utilized. The results were dealt with in terms of proportion of Ss who changed their expectancies on three generalization tasks (which varied in goal-relatedness to a control task by decreasing amounts) after experiencing success or failure on the control task. The data supported the hypothesis and indicated that the three tasks were significantly different from each other in relative position along the dimension of goal similarity.—(L. N. Solomon)

515. **McGaughran, Lawrence S.** (U. Houston, Tex.) **Predicting language behavior from object sorting.** *J. abnorm. soc. Psychol.*, 1954, **49**, 183-195.—"Two dimensions of conceptualization, freedom and extensionality, were postulated; from these postulations, it was hypothesized that the type of conceptual behavior previously identified as concrete could be demonstrated to occur in two more or less mutually exclusive concep-



real areas—hypostatic and auzistatic. With the use of these constructs, two experimental groups were separated on the basis of consistent differences in concept formation in an object-sorting situation. The validity of this separation was tested by statistically evaluating the significance of predicted group differences in language behavior." Since significant differences were found in the direction predicted, it was concluded that "conceptual area might be a more useful concept for some purposes than conceptual level in that the latter term would not have supported such a prediction."—(L. N. Solomon)

516. **Motin, Leonard.** A second-order factor analysis of reasoning abilities. *Univ. N. C. Rec.*, 1953, No. 520, 226-227.—Abstract of M. A. thesis.

517. **Morgan, William J., & Morgan, Antonia Bell.** (Aptitude Associates, Merrifield, Va.) *Logical reasoning: with and without training.* *J. appl. Psychol.*, 1953, 37, 399-401.—The assertion that untrained subjects cannot be expected to think logically was investigated by comparing the scores of two groups of college-graduate government workers (N = 134) on the Morgan Test of Logical Reasoning. Members of the WL group each had at least 3 semester hours of college logic; members of the WOL group had none. The WL mean score was significantly greater than the WOL mean, but some members of the WOL group earned higher scores than their pair-mates, and the WOL scores were substantially higher than "chance." "... the hypothesis that untrained subjects cannot be expected to think logically is not substantiated."—(P. Ash)

518. **Poland, R. G., Cobb, H. V., & Davis, R. T.** (U. South Dakota, Vermillion.) *Problem solving with pure tone stimuli.* *Proc. S.D. Acad. Sci.*, 1952, 31, 18-20.—Card sorting responses using the response categories of pitch, loudness and extensity were made to pure tone stimuli in a manner analogous to that used in sorting visual stimuli of color, form and number. Performance improved with practice in all sorting categories. Sorting for loudness was initially the most difficult. Differences between sorting categories were greatly reduced with practice.

519. **Robison, Robert Killian.** A study of the concept of the idealized image in relation to similar concepts and to certain psychological experiments. *Dissertation Abstr.*, 1954, 14, 398-399.—Abstract of Ph.D. thesis, 1953, New York U.

520. **Ryfel, Marion.** (Maria Curie-Skłodowska University, Lublin.) *Psychologiczne odpowiedniki pojęć.* (Psychological equivalents of concepts.) *Ann. Univ. Mariae Curie-Skłodowska*, 1948, 2(6), (Sect. F), 303-372.—The author has carried out a series of experiments during which the tested persons were asked to define various concepts with increasing degree of abstractness. The tested persons reported their introspective experiences either during the very process of thinking on definition, or after the test. Obtained definitions had a classical form "per genus proximum et differentiam specificam." No specific phenomena

that might correspond to the logical concepts were found. The most frequent mental phenomenon was found to be visual pictures which may be classified into two main groups—perceptions and images. The function of images in making definitions is very similar to that of written signs in reading. In the process of defining the tested persons perform some kind of selecting from images those features which characterize the class of objects to which these images correspond. English summary.—(M. Choynowski)

521. **Seeman, William.** (Mayo Clinic, Rochester, Minn.) *Reply to the Behans.* *Psychol. Bull.*, 1954, 51, 178-179.—Seeman makes 7 comments in reply to the Behans' comments (see 29: 504).—(R. Perloff)

#### INTELLIGENCE

522. **Carlson, Virgil R., & Lazarus, Richard S.** (Johns Hopkins U., Baltimore, Md.) *A repetition of Meyer Williams' study of intellectual control under stress and associated Rorschach factors.* *USAF Pers. Train. Res. Cent. Tech. Rep.*, 1954, No. 54-6, 7 p.—Reprinted from the *J. consult. Psychol.*, 1953, 17(4), 247-253, (see 28: 4340).

523. **Driggs, Don Fehring.** A study of the relationship between intelligence test items and occupation of parents of school children. *Univ. N. C. Rec.*, 1953, No. 520, 78-79.—Abstract of Ph.D. thesis.

524. **Lund, Kenneth Wilhelm.** Test performance as related to order of item difficulty, anxiety and intelligence. *Dissertation Abstr.*, 1954, 14, 396.—Abstract of Ph.D. thesis, 1953, Northwestern U.

525. **Szewczuk-Jeroszkiewicz, Włodzimierz.** *Uwagi krytyczne o badaniu inteligencji.* (Critical remarks in intelligence examinations.) *Zdrowie psych.*, 1950, 4(3-4), 34-52.—Having stated the discrepancy of views concerning differences in intelligence between town and country children, the author presents results of his own investigations in three different environments in which country children did better than town children. He sharply criticizes Binet's and Stern's theories of intelligence and concludes that intelligence tests which are culture-loaded as Binet's can not be applied with persons from other cultures. Both starting point and methods of intelligence testing must be changed.—(M. Choynowski)

526. **Wechsler, David.** *Inteligencia cognoscitiva, conativa y no intelectual.* (Intelligence: cognitive, conative and non-intellectual). *Rev. Psicol. gen. apl., Madrid*, 1953, 8, 7-20.—"My principal point of view has been that general intelligence cannot be equated to intellectual facility but must be considered as a manifestation of the total personality.... The importance of factor analysis is accentuated because it is actually the only method which enables us to demonstrate and discover these independent variables."—(G. B. Strother)

(See also abstract 73)

## PERSONALITY

527. Anderson, D. S. *Competition in goal setting behavior.* *Aust. J. Psychol.*, 1953, 5, 55-63.—It has been demonstrated that the level of aspiration can be influenced by the introduction of a reference having a competitive value. The results of the author's study, however, are limited to the particular tasks and conditions of competition, failure, and prestige of the experiment. However, it is significant that similar results were obtained for two different task areas; there may be some degree of generality. Thus it seems that the prior setting of a level of aspiration may be raised by the use of competitive reference groups.—(P. E. Lichtenstein)
528. Burt, Cyril. (London U., Eng.) *The assessment of personality.* *J. ment. Sci.*, 1954, 100, 1-28.—The history of the search for significant personality variables and an illustrative factor analysis are used to introduce a survey of present knowledges. In the cognitive sphere there is a general cognitive ability and receptive and executive factors plus levels and narrower factors somewhat reminiscent of faculties. In the emotional sphere there is a general emotionality, a factor distinguishing unexpressed from inhibited emotions and another distinguishing pleasurable from unpleasurable emotions. Work with neurotics has shown a general neuroticism factor and one of introversion-extraversion plus a factor which classifies extraverts into joyful, social, strong-sexed personalities and aggressive, inquisitive ones and divides introverts into anxious or submissive personalities. Methods of assessment are critically reviewed.—(W. L. Wilkins)
529. Cattell, James P. *The alterations of ego functioning after topectomy.* *Psychoanal. Rev.*, 1954, 41, 114-121.—"After topectomy the patient is essentially free of excessive anxiety and the obsessive, phobic, and depressive symptoms are absent. The associated inhibition of activity is not present and the patient is free to develop resources and to fulfill needs. Thought content and associations are strikingly different, relating much more to real problems than to neurotic fears. Dreams are less frequent and no longer terrifying.... The dynamic constellations noted before operation are still present in the patient's psyche. The conflictual material has not been altered qualitatively nor has genuine insight been gained."—(D. Prager)
530. Davidson, Alone J. *Cultural differences in personality structure as expressed in drawings of the human figure.* *Dissertation Abstr.*, 1954, 14, 394.—Abstract of Ph.D. thesis, 1953, New York U.
531. Dorsey, John M. (Wayne U., Coll. Med., Detroit, Mich.) *Morale.* *Amer. Imago*, 1953, 10, 346-373.—"Morale first appears in the form of self interest and then develops parallel with self esteem and self devotion... The remedy to all demoralization is the devotion to man's highest ideal, namely, the continuing cultivation of his own self-esteem which includes his loving his neighbor as himself."—(W. A. Varvel)
532. Fairbairn, W. Ronald D. *An object-relations theory of the personality.* New York: Basic Books, 1954. xi, 312 p. \$5.00.—Published in England as "Psychoanalytic studies of the personality" (1952), the 14 papers in this volume are arranged chronologically in 3 parts: An object-relations theory of the personality (7 papers); clinical papers (3); and miscellaneous papers (4). The papers in Part I represent "the evolution of a point of view which derives its distinctive features from the explicit formulation of (a) an object-relations theory of the personality, and (b) a psychology of dynamic structure." The papers in Part III have a general psychoanalytical orientation, but are less technical than the others.—(A. J. Sprow)
533. Henry, Jules. (Washington U., St. Louis, Mo.) *The problem of invariance in the field of personality and culture.* In Hsu, Culture and personality, (see 29: 535), 139-171.—Cultural invariants are suggested as those conditions of the culture which provide situations in which individuals may experience specific but common events e.g. punishment and reward. These invariant relationships are discussed in terms of functional equations with punishment and reward, and commitments and fulfillment used as examples. Normal personality may be expressed as an equation also. The equations are of the type  $a = f(b/c)$ . While quantitative values may not be available for the terms the equations serve a function as mathematical models of personality. Discussion by Jules H. Masserman.—(C. M. Lourtitt)
534. Holzman, Philip S. (Menninger Foundation, Topeka, Kans.) *The relation of assimilation tendencies in visual, auditory, and kinesthetic time-error to cognitive attitudes of leveling and sharpening.* *J. Pers.*, 1954, 22, 375-394.—Time-error (TE) is the error made in judging the second of two weights. Sharpening (Sh) and leveling (Le) are two cognitive attitudes (see 25: 923 & 7838), Sh being the tendency to maximize and Le the tendency to minimize stimulus differences. Results of the study show that for vision, audition, and kinesthesia, an interpolated stimulus more intense than standard and comparison, results in positive TE. Levelers showed significantly greater TE assimilation effects in all modalities than sharpeners. There was a positive tendency for the same subject to respond with the same degree of assimilation in visual, auditory and kinesthetic TE. A cross-model generality was found, which is in accord with the theory that cognitive attitude is a general disposition of personality guiding responses in a great variety of situations.—(M. O. Wilson)
535. Hsu, Francis L. K. (Ed.) (Northwestern U., Evanston, Ill.) *Aspects of culture and personality.* New York: Abelard-Schuman, 1954. xiii, 305 p. \$4.00.—9 papers, 4 evaluation statements, and a report of discussions on them which formed the major activities of a Conference on Anthropology and Psychology held at Northwestern University in 1951 are included in

this volume. The 9 major papers are separately abstracted as follows: Gillin (726), Klineberg (729), Kuha (736), Richards (764), Boas (655), Nowrer (1306), Henry (533), Yacorzynski (552), and Linton (686). Evaluations of the conference were made from 4 points of view: social psychology by Robert F. Winch, anthropology by Adamson Hoebel, psychiatry and psychoanalysis by Clara Thompson, and clinical psychology by William A. Hunt. Each paper is followed by a record of the discussion and in a final section is a record of a final general discussion in which all 24 participants took part.—(C. M. Louttit)

536. Jung, C. G. *The development of personality*. New York: Pantheon Books, 1954. viii, 235 p. \$3.75. (Bollingen Ser. No. XX)—This is volume 17 of the collected works in English of Jung (the fourth volume to be published, see 28: 1793). It includes 8 papers: Psychic conflicts in a child; Introduction to Wicke's "Analyse der Kinderseele"; Child development and education; Analytical psychology and education; The gifted child; The significance of the unconscious in individual education; The development of personality; and Marriage as psychological relationship.—(C. M. Louttit)

537. Kentucky Symposium. *Learning theory, personality theory, and clinical research*. New York: John Wiley & Sons, 1954. ix, 164 p. \$3.50.—11 lectures given under the auspices of the Department of Psychology of the University of Kentucky on March 13 and 14, 1953. See entry nos. 383, 389, 414, 419, 455, 470, 474, 491, 498, 875, 979.

538. Kitamura, Seiro. (Tohoku U., Sendai, Japan.) *Kihanteki no jigo ni tsuite no ichikōsatsu*. (A study of the fundamental ego.) *Jap. J. Psychol.*, 1953, 24, 89-95.—Different theories of the self and ego are reviewed and evaluated; the "primary fundamental self" that is common and basic to these different theories is sought. The author contends that the self that is at once the knower and the initiator of actions is the "primary fundamental self." He attempts to demonstrate how various concepts of the self and ego, such as those by Symonds, Sherif and Cantril, may be derived from this "primary fundamental self." In Japanese. English abstract p. 175.—(A. M. Niyekawa)

539. Kotzee, A. L. *'N literêre studie oor die speedfaktor by verstandtoetses*. (A study from the literature of the speed factor of intelligence tests.) *J. soc. Res., Pretoria*, 1953, 4, 16-29.—"The function of speed in intelligence tests is still uncertain. There are two schools of thought on this problem. One school claims speed to be a part of intelligence; the other rejects this point of view and states an independence between speed and intelligence. From the quoted literature on the subject, it is clear that this question has kept busy the minds of the greatest exponents of psychometrics but that the issue is still undecided." 43 references. English summary.—(N. De Palma)

540. Lazowick, Lionel Mordecai. *A quantitative investigation into the nature of identification*. *Dissertation Abstr.*, 1954, 14, 407.—Abstract of Ph.D. thesis, 1953, U. Illinois.

541. Martin, Barclay Cluck. *Intolerance of ambiguity in the interpersonal and perceptual-cognitive aspects of personality*. *Dissertation Abstr.*, 1954, 14, 390-391.—Abstract of Ph.D. thesis, 1953, Stanford U.

542. Masling, Joseph M. *How neurotic is the authoritarian? J. abnorm. soc. Psychol.*, 1954, 49, 316-318.—The author attempts to point out how otherwise sound research has unfortunately been rendered less effective by a description painted of authoritarian individuals which is an overdrawn characterization. Four studies are cited in which the inference that authoritarians are more neurotic than equalitarians is not confirmed.—(L. N. Solomon)

543. Menninger, Karl A. *Psychological aspects of the organism under stress. Part II: Regulatory devices of the ego under major stress*. *J. Amer. Psychoanal. Ass.*, 1954, 2, 280-310.—In its effort to control dangerous impulses under situations of major stress, the ego initiates emergency regulatory devices falling into 5 groups to deal with increasingly greater degrees of failure in integration. The principle of homeostasis can be applied to psychological phenomena. 36 references.—(D. Prager)

544. Neel, Ann Marie Filinger. *The nature of defensive behavior as studied by perceptual distortion*. *Dissertation Abstr.*, 1954, 14, 713-714.—Abstract of Ph.D. thesis, 1954, U. Michigan.

545. Neely, James Hamilton. *A study of the relationship between two measures of structural rigidity*. *Univ. N. C. Rec.*, 1953, No. 520, 227-228.—Abstract of M. A. thesis.

546. Rapaport, David. *L'autonomie du moi*. (Autonomy of the ego). *Psyché, Paris*, 1954, 9, 8-23.—A discussion of three questions relevant to ego development and function, illustrated by allegory, and presenting ideas supported by analogy, analyst reports, and ego theory.—(R. H. Dana)

547. Schlesinger, Herbert J. (Menninger Foundation, Topeka, Kans.) *Cognitive attitudes in relation to susceptibility to interference*. *J. Pers.*, 1954, 22, 354-374.—"This paper has emphasized the importance of the cognitive organization of the perceiver, a source of variables generally overlooked in the search for 'relationships between personality and perception.' One principle of cognitive organization (focusing) has been demonstrated to predict error in size-estimation judgments made in the presence of irrelevant emotional stimulation, as well as responses to a task (picture-sorting) which required the adoption of a task-set antithetical to that for size-estimation, and certain aspects of emotional experience self-reported in an inventory." 19 references.—(M. O. Wilson)

548. Shiro, Albert. *Personality correlates of preferences among psychoanalytic defense mechanisms*. *Dissertation Abstr.*, 1954, 14, 715-716.—Abstract of Ph.D. thesis, 1954, U. Michigan.



549. **Wagman, Nathaniel Morton.** An investigation of the effectiveness of authoritarian suggestion and non-authoritarian information as methods of changing the prejudiced attitudes of relatively authoritarian and non-authoritarian personalities. *Dissertation Abstr.*, 1954, 14, 728-729.—Abstract of Ph.D. thesis, 1954, U. Michigan.

550. **Wells, William DeWitt.** Behavioral correlates of authoritarian personality. *Dissertation Abstr.*, 1954, 14, 554-555.—Abstract of Ph.D. thesis, 1954, Stanford U.

551. **Wolff, Edgar.** *Essai d'une classification des caractères.* (Attempt at character classification.) *Psyché, Paris*, 1953, 8, 575-587.—The classification is one of individual idiosyncrasy and is not based on ethnic differences. Systems of classification based on psychopathology and those of Jaensch and Kretschmer are critically reviewed.—(G. Besnard)

552. **Yaczynski, G. K.** The nature of man. In Hsu, Culture and personality, (see 29: 535), 173-186.—Oscar Lewis in the beginning of his discussion on this paper says that the author offers "what a psychologist might call free association on two very interesting but quite unrelated problems: (1) the changing notions of the original nature of the child in the history of Western civilization [especially relating to Christian morality] and some of the cultural factors related to these changes; (2) a suggestion for a theory of motivation in terms of the proposition of a 'creative urge.'"—(C. M. Louttit)

553. **Zarogueta, Juan.** La originalidad como índice de la personalidad humana. (Originality as an index of human personality.) *Rev. Psicol. gen. apl., Madrid*, 1953, 8, 21-32.—In dynamic perspective human personality consists of a five step cycle of perception, memory of percepts, creative elaboration, retention of the creative elaborations and finally the exteriorization of such productions in new percepts. The creative elaboration process coincides very largely with the function we call intelligence. It has aspects which are relatively independent of one another but taken together they represent the highest "faculty" of the mind.—(G. B. Strother)

(See also abstracts 3, 215, 249, 949, 1306, 1472)

#### AESTHETICS

554. **Anxieu, Annie.** *Fonction psychologique du théâtre d'après un Rorschach d'adolescent.* (The psychological function of the theatre after the Rorschach of the adolescent.) *Bull. Group. Franç. Rorschach*, 1953, No. 3, 31-37.—A detailed Rorschach study of a young actress of twenty.—(M. Choinowski)

555. **Bergler, Edmund.** *The writer and psychoanalysis.* (2d ed.) New York: Robert Brunner, 1954. xix, 295 p. \$3.75.—This edition (see 24: 5122) contains a new foreword and a supplement in which the author's "Literary critics who can spell but not read" (see 26: 3882) is reprinted.

556. **Collins, Carvel.** A conscious literary use of Freud? *Lit. & Psychol.*, 1953, 3(3), 2-4.—The hypothesis is advanced that William Faulkner in "The Sound and the Fury" has patterned the novel on Freudian personality theory. The interior monologues of the three Compson brothers describe respectively the id, the ego, and the super-ego.—(C. M. Louttit)

557. **Deeb, B.** (Esthetics. Souriau's theory.) *Egypt. J. Psychol.*, 1952-53, 8, 249-261.—A presentation and comment on Souriau's theory of Esthetics. In Arabic.—(L. H. Melikian)

558. **Humphrey, Robert.** (Louisiana State U., Baton Rouge.) *Stream of consciousness in the modern novel.* Berkeley: University of California Press, 1954. vii, 127 p. \$2.75.—In this volume the author seeks to clarify the confusion and to provide the readers with a precise understanding of stream of consciousness in literature—its purpose, its techniques, and its significance. The numerous devices, techniques, and structural patterns that novelists use to convey the drama of the characters' psychic life are analyzed by the author. Several contemporary novelists' works are analyzed as to techniques, devices and forms with illustrative examples.—(S. B. Groy)

559. **Lesser, Simon O.** Some unconscious elements in the response to fiction. *Lit. & Psychol.*, 1953, 3(4), 2-5.—Three unconscious processes can be distinguished in response to reading fiction: (1) spectator reaction basically concerned with perception and understanding; (2) empathic participation and identification with one or more characters; (3) "analogizing" that is the creation and imaginative acting out of stories based on the reading.—(C. M. Louttit)

560. **Levi, Joseph.** (30 West 72nd St., New York.) *Hawthorne's The Scarlet Letter: a psychoanalytic interpretation.* *Amer. Imago*, 1953, 10, 291-306.—The greatness of *The Scarlet Letter* lies in Hawthorne's feeling for his characters and in his psychoanalytic understanding. It was written under the emotional stress of his mother's death. The theme is a typical oedipal situation. Study of the personalities of the four main characters—Hester, Dimmesdale, Chillingworth, and Pearl—strongly suggests that these are aspects of one personality, Hawthorne's, with his weak ego, extremely punishing superego, and strong libidinal urges.—(W. A. Varvel)

561. **McCurdy, Harold G.** Aesthetic choice as a personality function. *J. Aesthet.*, 1954, 12, 373-377.—Even though distinct group preference orders can be established, preferences are fundamentally personal and their origins must be sought in the personalities of the group members.—(P. R. Farnsworth)

562. **Poulson, Stanley F.** (U. Minnesota, Minneapolis.) *Changes in confidence during a period of speech training: transfer of training and comparison of improved and non-improved groups on the Bell Adjustment Inventory.* *Speech Monogr.*, 1951, 18, 260-265.

563. **Pouncz, Arpad.** (VA Hosp., Downey, Ill.) *The Lear complex in world literature.* *Amer. Imago*,

1954, 11, 51-83.—The Oedipus trilogy and other samples of world literature are examined and interpreted to demonstrate the presence and significance of the Lear complex—the father's libidinous attachment to his daughter—in the adult personality. Works examined include Balzac's *Father Goriot*, James' *Washington Square*, Tolstoi's *The Living Corpse*, Eliot's *Silas Marner*, Zola's *Dr. Pascal*, Moliere's *The School for Wives*, Goethe's *The Man of Fifty*, and Schiller's *Don Carlos*.—(W. A. Varvel)

564. Pratt, C. C. (Princeton U., N. J.) *The design of music*. *J. Aesthet.*, 1954, 12, 289-300.—"Tonal design stands for nothing beyond itself. . . . Music sounds the way emotions feel. . . . The emotions and strivings of the will and desire are embodied in music not directly, but indirectly by way of tonal designs which closely resemble in formal outline the inner movements of the spirit."—(P. R. Farnsworth)

565. Rein, David M. (Case Inst. Technol., Cleveland 6, Ohio.) *Orestes and Electra in Greek literature*. *Amer. Imago*, 1954, 11, 33-50.—The Orestes-Electra Story has been retold more often even than that of Oedipus and deals more directly with the love of children for parents of the opposite sex. The versions of the Greek dramatists are studied to show the extent of their insights which are of interest to modern psychoanalysts.—(W. A. Varvel)

566. Schwartz, Alvin. (Lake Mahopac, N. Y.) *The aesthetics of psychoanalysis*. *Amer. Imago*, 1953, 10, 323-343.—Psychoanalysis is most clearly understood in the recognition of its relation to ethics. It "is not a body of knowledge, but an institution within whose forms and structurings education takes place." The author traces "the concept of the esthetic as it was recognized in those earlier ethical formations of which modern psychoanalysis is the heir. . . . In modern psychoanalysis, the problem of scientism has become crucial. Psychoanalysis as an effective factor is seriously threatened by those esthetic formulations which accept natural causality as an ultimate reality"—(W. A. Varvel)

567. Steinberg, Erwin. *Freudian symbolism and communication*. *Lit. & Psychol.*, 1953, 3(2), 2-5.—That the unskillful use of Freudian symbols may distort the novelist's communication with the reader is the basic thesis of this paper. Virginia Woolf's use of phallic symbols in "Mrs. Dalloway" to suggest the relations between two characters is not effective because of reader ignorance of the symbolism. In "To the Lighthouse," a more subtle use of Freudian symbols combined with traditional literary symbolism is more effective.—(C. M. Louttit)

568. Terstenjak, Anton. *Psihologija umetniškega ustvarjanja*. (Psychology of artistic creation). Ljubljana: Acad. Sci. Slovenica, Classis I: Historia et sociologia, Opera 8, 1953, 150 p.—Artistic creation is compared with conception, birth, and growth of living organisms. In the artistic creations the artist projects himself into the persons he creates. After the treatment of artistic inspiration and imaginative faculty the

author treats some tests of invention. He finds no essential difference between artistic and scientific creation. The artistic creation is directed towards the perception of totality. In the artistic mind there is always a cyclic transition from subconsciousness to consciousness and vice versa. This process manifests itself chiefly in kinetic and mnemonic schemes, in the exchange between thought and word, between images and feelings. The artistic power has the character of vectorial structure. The cyclic transition from subconsciousness to consciousness is the same as the "creative disposition." Thus we explain the so-called haphazard of artistic inspiration. The aesthetic side of artistic creation moves in the direction towards pure verbal, musical and plastic qualities and therefore it is of everlasting character. 106-item bibliography. French summary.—(A. Terstenjak)

569. v. Wiese, L. *Die bildende Kunst der Gegenwart, soziologisch betrachtet*. (Contemporary art as seen from the sociological viewpoint.) *Köl. Z. Soziol.*, 1952/53, 5, 439-445.—Why do critics and the public accept the abstract, mostly unpleasant and often repugnant works of the modern schools of art, and why do artists create works which are in disagreement with their better tastes and abilities. According to the author, this acceptance is due to one of the worst effects of "social compulsion" which puts public opinion in the place of true but repressed personal tastes. Part of the explanation may also be found in considering the two psychological roots of art, the erotic and the religious. These two streams, however, can unite in what is perfectly beautiful and venerable at the same time. In contemporary art with its cult of the ugly, the erotic approach seems almost to be blocked. Modern art, because it invites arbitrary interpretation, has no socializing effects but rather isolating ones.—(M. Haas)

570. Wels-Schon, Grete. *Der Mutter der Pallas Athena*. (The mother of Pallas Athena.) *Psyche, Heidel.*, 1954, 7, 627-632.—A psychological interpretation of the Greek myth of the birth of Athena from the head of Zeus, following his swallowing of the pregnant Metis. Just as Zeus' offspring is the child of Metis, so the productions of the conscious ego arise from the energies of the id. The process by which id energies are utilized by the ego is termed "rationalization" in the broad sense and this is represented by the persuasive Pallas Athena with her protective shield.—(E. W. Eng)

571. Wittels, Fritz. (91 Central Park West, New York.) *Heinrich Von Kleist—Prussian Junker and creative genius: a study in bisexuality*. *Amer. Imago*, 1954, 11, 11-31.—This short biography of the German poet and dramatist Heinrich Von Kleist (1777-1811) stresses his homosexual tendencies as influencing his decision to quit the Prussian army, determining the Schrecklichkeit and super masculinity of his literary work, and culminating in a murder-suicide pact.—(W. A. Varvel)

## DEVELOPMENTAL PSYCHOLOGY

572. **Solomon, Joseph C.** (U. California, San Francisco.) *A synthesis of human behavior.* New York: Grune & Stratton, 1954. xii, 265 p. \$5.50. —In an attempt to effect "an integration of thought processes and ego growth," the author has "tried to establish a correlation and understanding of the developmental sequence of human character from... all the disciplines devoted to the study of human thought." The volume contains a condensed Table of Ego Organization, a discussion of ego growth and psychosexual development from infancy through adolescence to the adult, middle, and later years, with considerable emphasis on perceptual elements and concept formation. "Instead of going backward, the orientation in this book is the movement forward." 124 references.—(H. P. David)
573. **Zubek, John P.** (U. Manitoba, Can.), & **Solberg, Patricia Anne.** *Human development.* New York: McGraw-Hill Co., 1954. vii, 476 p. \$6.00.—This text takes the point of view that developmental psychology not only includes the periods of childhood and adolescence but also the years of full maturity and subsequent decline. In accordance with this point of view research related to the various aspects of the growth and decline of physical abilities is reviewed. Extensive discussions of the literature over the life span in the areas of motor, sensory, intellectual, emotional, learning, interests, attitudes, personality and social development are presented. References to studies on the infra-human level are included in these discussions. A list of visual aids is offered. Extensive bibliography.—(W. J. Meyer)

## CHILDHOOD &amp; ADOLESCENCE

574. **Aoden, Shevah.** *Manhigim umadrihim banoar hayis'eli.* (Youth leaders and guides in Israel.) Jerusalem: Youth Department of the Jewish Agency, 1953. 60 p.—Based on some questionnaires. Contains—social ladder, leadership, leaders traits, leadership as seen by town-youth, and by youth of communal settlements (k'vutsa), leaders in the Israel youth movement, typology of youth leaders in Israel (4 types—dominant leader, general educator, intellectual educator, missionary of the movement.) Intended for youth leaders.—(H. Ormian)
575. **Aoden, Sh.** *Moshav hevrei hay'ladim.* (The farm of children's community.) *Niv hak'vutsa*, 1952/53, 2, 444-453.—Two typical children's farms in communal settlements (k'vutsa) in Israel and their educational value are described. In order to learn the children's attitudes towards working in the farm of children's community or in the farm of the communal settlement of their parents, a questionnaire was administered to 630 pupils (grades 5-12). 48% of them prefer to work in the children's farm, 19% in the adults' one, 5% don't prefer any, 18% gave no answer. Elementary school pupils prefer children's farm in a greater measure than secondary school pupils. The motives for children's farm are: its independence, opportunity to learn agriculture, to develop responsibility and initiative, and to work with children of the same age.—(H. Ormian)
576. **Allon, Frederick H.** (Philadelphia Child Guidance Clinic, Pa.) *Special problems of infancy and childhood.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 206(Mar.), 65-73.—"The child represents a new and unique entity with the biological capacity to sustain life out of his own resources and to have an emotional life of his own. The fulfillment of this potential can come about only through the mediation and direction of the parental figure who provides the setting for this maturing process."—(Author)
577. **Allinsmith, Beverly Bolch.** *Parental discipline and children's aggression in two social classes.* *Dissertation Abstr.*, 1954, 14, 708.—Abstract of Ph.D. thesis, 1954, U. Michigan.
578. **Arnstein, E.** (Vocational Guidance Centre. "Hadassah," Jerusalem.) *Al han'tiyot hamiktsoiyot shel hanooar hayis'eli.* (About occupational interests of youth in Israel.) Jerusalem: Hadassah Vocational Education Services, 1953. 12 p. (Mimeo.)—An occupational preference inventory (136 occupations most common in Israel) was administered in 1952/53 to 583 elementary school leavers (8th grade) in cities, small towns, villages and communal settlement in Israel. Boys prefer to be: mechanic, radio technician, engineer, electrician, aviator etc; girls prefer to be teacher, clerk, nurse, musician etc. The difference between Israel born boys and foreign born ones are slight, but greater between these 2 groups of girls. In general, Israel born children show more inclination to physical work, social services and artistic occupations, and foreign born to white collar occupations.—(H. Ormian)
579. **Arnstein, E.** (Vocational Guidance Centre "Hadassah," Jerusalem.) *Occupational preferences of Israeli children.* Jerusalem: [Vocational Guidance Center "Hadassah,"] 1953. 6 p. (Mimeo.)—Necessity of scientific vocational guidance in Israel is stressed. An inventory of 136 occupations most common in Israel (see 29: 578) was administered in 1949-1952 every year to 14-15 year old pupils. Results of 774 answers in 1949 and of 551 ones in 1952 are given. Boys are interested mostly in technical work, girls in social and educational occupations. A few changes between 1949-1952 result from changes in social structure and aspirations. 5 jobs were not chosen—of laundryman, street cleaner, grinder, stone cutter and butcher.—(H. Ormian)
580. **Ausubel, David P.** (U. Illinois, Urbana.) *Reciprocity and assumed reciprocity of acceptance among adolescents, a sociometric study.* *Sociometry*, 1953, 16, 339-348.—"This study is primarily concerned with problems of assumed and actual reciprocity of acceptance between individual adolescents and their high school groups, and between pairs of adolescents. Secondary problems deal with the generality of predictions of own and others' status, and with the



tendency of adolescents to assume that they closely resemble the group in the degree of acceptance they accord fellow group members." The study is reviewed in terms of population, procedure, results, and discussion.—(V. Johnson)

581. **Ausubel, David P.** (U. Illinois, Urbana.) *Theory and problems of adolescent development.* New York: Grune & Stratton, 1954. xviii, 500 p. \$10.00.—The research data of the past fifty years in the field of adolescent psychology are organized around a comprehensive and integrated theory of adolescent development. The volume is divided into 4 sections: (1) The biological and social approaches, the psychology of adolescence, and the methods of obtaining data; (2) The psycho-biological problems; (3) The psycho-social problems; (4) The two chapters forming the concluding part deal with maladjustment and mental hygiene, including behavior disorders, delinquency, and guidance.—(S. M. Amatora)

582. **Boley, Stefan.** *Charakterologia i typologia dzieci i młodzieży.* (Characterology and typology of children and adolescents.) (3d ed.) Warszawa: Nasza Księgarnia, 1948. 70 p.—The author discusses the interrelations of notions of the character, personality, individuality and temperament, describes various classifications of temperaments and characters, as represented by various authors, discusses the relation of characterology to typology, presents some more important classifications of mental types, describes developmental types and characters and reviews various methods of typological and characterological investigation. 114 references.—(M. Choynowski)

583. **Boley, Stefan.** *O pewnej metodzie badań wpływu wojny na psychikę młodzieży.* (A method of investigating the influence of war upon the mind of youth.) *Rocznik psychiatr.*, 1949, 37, 33-38.—The author describes a test used in his investigation of the influence of war upon the adolescent mentality. In this test the children were asked to write down in the course of 3 minutes as many words as possible beginning with a given letter. These investigations were conducted during the last years of war and continued after its end. The material collected contained many words connected with the war and thus brought to light the existence of a "war-complex" in some groups of girls and boys. The author distinguishes an "un-ethical" complex, disclosed by such words as "to murder," "to expel," "to rob," "to execute," etc., and an "ethical" or "heroical" complex, when there was a majority of words such as "liberty," "faith," "endurance," "liberation," etc. The repetition of the test several months later showed a decrease in the number of words connected with war, i.e. a diminution of the "war-complex."—(M. Choynowski)

584. **Bolint, Alice.** *The early years of life; a psychoanalytic study.* New York: Basic Books, 1954. viii, 149 p. \$3.00.—"Applying the insights of psychoanalysis to the first 5 years of life, the author conveys—in simple and perceptive language—exactly what the child senses and feels as he discovers the mysteries of his own body and the world around him."

Originally published 23 years ago in Hungarian, this book has only now been translated into English (published in England under the title of "The psychoanalysis of the nursery"). Preface by Anna Freud.—(A. J. Sprow)

585. **Borachyahu, M. B'rihat y'ladim.** (Runaway of children from home and educational institutions.) *Habibub*, 1952/53, 25, 438-441.—Children escape from their homes because of atavistic nomadism drive. Assisting factors are: guilt feelings, feeble-mindedness. Escaping increases in the adolescence period. Some educational suggestions are given.—(H. Ormian)

586. **Bernstein, Alvin J.** *Absence of primary interest patterns in adolescent boys.* *Dissertation Abstr.*, 1954, 14, 181-182.—Abstract of Ph.D. thesis, 1953, Columbia U.

587. **Blake, Florence G.** (U. Chicago, Ill.) *The child, his parents, and the nurse.* Philadelphia: J. B. Lippincott Co. 1954. 440 p. \$5.00.—The nurse must understand the meaning of behavior in both child and parent and must appraise that behavior objectively. After discussing the role of the nurse in mental health programs, the book, divided into 9 chapters, discusses the pre-natal child and its influence on mother and child relationships, nursing care during the adjustment period and its influence on the child's feelings about the world. The remaining chapters discuss child development and care of the child during successive age periods.—(S. M. Amatora)

588. **Blood, Robert Oscar, Jr.** *Developmental and traditional child-rearing philosophies and their family situational consequences: a statistical analysis of the sources and interactional effects of permissive space-utilization policies.* *Univ. N. C. Rec.*, 1953, No. 520, 279-280.—Abstract of Ph.D. thesis.

589. **Bowman, Paul H., Dieterich, William J., DeHaan, Robert F., Hockmack, Henry, Havighurst, Robert J., Johnson, LeVona A., King, Robert D., & Little, Lester O.** *Studying children and training counselors in a community program.* *Suppl. Educ. Monogr.*, 1953, No. 78, viii, 136 p.—This is the second in a series of reports on the work of a community youth development program. It gives the full first year of operation of the program and the beginning of the second year. The four parts are devoted to (1) a study of gifted and of emotionally disturbed children; (2) the counselor training program; (3) the training-treatment program; and (4) the community. 8 appendices and 21 tables give details.—(S. M. Amatora)

590. **Cannon, Kenneth L., Staples, Ruth, & Carlson, Irene.** *Personal appearance as a factor in social acceptance.* *Home Econ.*, 1952, 44(9), 710-713.—(See *Child Develpm. Abstr.*, 1954, 27(1 & 2), 17, abs. 56.)

591. **Cornicelli, Leonard.** (Smithsonian Institution, Washington, D. C.) *Manual of child psychology.* (2nd. ed.) New York: Wiley, 1954. ix, 1295 p. \$12.00.—Of the 19 chapters in this second edition (see 20: 2930), 15 have been revised and brought up to date by the same authors. The chapter on adolescence has been rewritten by J. E. Horrocks; Sibylle Escalona has added an addendum, "The influence of topological and

vector psychology upon current research in child development," to the original chapter by the late Kurt Lewin; chapters by E. A. Doll and Myrtle B. McGraw have been omitted. C. E. Benda, in a chapter on "Psychopathology of childhood," discusses feeble-mindedness, psychoneurosis, and childhood schizophrenia; H. H. Anderson and G. L. Anderson have a new chapter on "Social development." The revised chapters and their authors are: J. E. Anderson, Methods of child psychology; L. Carmichael, Onset and early development of behavior; R. M. Cruikshank, Animal infancy; K. C. Pratt, Neonate; H. Thompson, Physical growth; A. Gesell, Ontogenesis of infant behavior; N. L. Munn, Learning; F. L. Goodenough, Measurement of mental growth; D. McCarthy, Language development; H. E. Jones, Environment and mental development; M. Mead, Research on primitive children; V. Jones, Character development; A. T. Jersild, Emotional development; C. C. Miles, Gifted children; L. M. Terman and L. E. Tyler, Psychological sex differences. Extensive chapter bibliographies.—(C. M. Louttit)

592. Carrithers, Lura Minni Soto. *A study of dimensional orientation as evidenced through the speech of children in nursery school, kindergarten, first and second grades.* Dissertation Abstr., 1954, 14, 264-265.—Abstract of Ph.D. thesis, 1953, Northwestern U.

593. Carruth, James Franklin. *Children's patterns of responses in relation to criteria of adjustment.* Dissertation Abstr., 1954, 14, 403.—Abstract of Ph.D. thesis, 1953, U. Illinois.

594. Cholsy, Maryse. *Problèmes sexuel de l'adolescence.* (Sexual problems of adolescence.) Paris: Aubier, Editions Montaigne, 1954. 189 p. 420 fr.—Discusses origin, nature, and handling of adolescent sexual problems from a psychoanalytical point of view. Cites numerous cases and gives practical suggestions for education as well as for helping the disturbed adolescent.—(S. A. Walters)

595. Connor, Ruth; Johannis, Theodore B. Jr., & Walters, James. (Florida State U., Tallahassee.) *Parent-adolescent relationships. I. Parent-adolescent conflicts: current and in retrospect.* *J. Home Econ.*, 1954, 46, 183-186.—A questionnaire study of 119 women college students was designed to discover: (1) changes in the numbers and types of expressed parent-adolescent conflicts existing during high school period and when the study was made; (2) similarities and differences in the backgrounds of students and the type and number of parent-adolescent conflicts expressed. The largest single group of expressed conflicts centered about the Dating and Mate Selection area. Family characteristics found not to be significantly associated with type and number of expressed parent-adolescent conflicts were: student's age, education, ordinal position, family size, place of residence, occupations of fathers and mothers.—(J. Elinson)

596. Connor, Ruth; Johannis, Theodore B. Jr., & Walters, James. (Florida State U., Tallahassee.) *Parent-adolescent relationships. II. Intra-familial conceptions of the good father, good mother, and good*

*child.* *J. Home Econ.*, 1954, 46, 187-191.—Purpose of the study was to ascertain whether there are similarities and differences in responses of mothers, fathers, and adolescents with reference to conception of a good mother, a good father, and a good child. A measure of respondent's developmentalism was derived. No significant differences were found among mean developmental scores of fathers, mothers and adolescents, although adolescents' scores were somewhat more developmental than their parents. Conceptions of a good father were more developmental than conceptions of a good mother which, in turn, were more developmental than conceptions of a good child.—(J. Elinson)

597. Destunis, G., & Todte, E. *Die Bindungslosigkeit des Kindes.* (Loss of the capacity for attachment in children.) *Z. Kinderpsychiat.*, 1953, 20, 130-142.—Attachment to the environment is a biological fundamental. Lack of attachment, due to loss of father, occupation of mother, wars, etc., may prove the initial phase of neurosis, delinquency, anti- and asocial behavior. The symptom triad: truanting, lying and stealing, is characteristic. The complaint is most frequent between the ages of 12 and 13. English, French, and Spanish summaries.—(G. Rubin-Rabson)

598. Dreyfus, Madeleine. *Un cas de jumeaux séparés à la naissance.* (A case of twins separated at birth.) *Psyché, Paris*, 1953, 8, 521-534.—Through an error, male monozygotic twins were separated at birth and spent their first few years each with a different family before being reunited. A study of their case histories leads to the conclusions that both heredity and environment played a part during their formative years.—(G. Besnard)

599. Ehrenwald, Jan. *Telepathy and the child-parent relationships.* *J. Amer. Soc. psych. Res.*, 1954, 48, 43-55.—Two examples of spontaneous telepathy between mother and child are given. Two instances of experimental investigations pertinent to the thesis are discussed. Reference is made to the psychiatric and psychoanalytic implications of the telepathy hypothesis as it applies to the child-parent relationship. "Indeed, it may well be that at the early infantile stage telepathy has to be considered as the psychological equivalent of the basic biological unity or symbiosis which exists between the mother and her new-born baby... As the child's ego develops, the telepathic factor gradually loses its importance."—(G. L. Moran)

600. Epley, Dean George. *Adolescent role relationships in the dynamics of prejudice.* Dissertation Abstr., 1954, 14, 560-561.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

601. Ferguson, Ruth Frances. *A study of children's fears.* *Univ. N. C. Rec.*, 1953, No. 520, 84-85.—Abstract of Ph.D. thesis.

602. Golan, Sh'muel. (Ed.) *Pathologia shel gil han'urim.* (Psychology of youth period.) Merhavia: Sifriyat Poalim Ltd., 1953. 300 p.—"Instruction and education require a comprehensive and basic knowledge of youth psychology as a leading base of the educator's activity." This compilation of texts from

- 10 books and papers (E. Spranger, S. Bernfeld, A. Freud, C. Mannheim, P. Landis, R. Benedict, K. Young, S. Baley, Sh. Golan) is intended for "directed reading." The author's outlook is dialectic-materialistic, as pointed out in the Introduction.—(H. Ormian)
603. Gruenberg, Sidonie Matsner. (Ed.) *The encyclopedia of child care and guidance*. New York: Doubleday & Co., 1954. 1016 p. \$7.50.—This reference work is designed first as an aid to parents, but with the interests of a wide range of professions being kept in mind. Part I of 604 pages is an alphabetically arranged series of brief articles on terms and subjects about which parents ask questions running from abilities, through book clubs, and operations, to youth organizations. In this section is also included (1) an 18 page directory of agencies and organizations dealing with child problems grouped into 13 categories, and (2) a 44 page annotated list of books for more specialized reading classified into 13 categories. Part II of 342 pages includes 30 articles by as many authors on a variety of basic aspects of child development. All of the material is written in a non-technical style and the alphabetic entries and articles of part II are extensively cross-referenced.—(C. M. Louttit)
604. Henry, Jules, & Boggs, Joan Whitehorn. *Child rearing and the culture pattern*. *Proc. 4th int. Congr. ment. Hlth*, 1951, 290-292.—Summary.
605. Johnson, Roberta Anna Evalin. *The relationship between reading ability and the use of communication media by adolescents*. *Dissertation Abstr.*, 1954, 14, 499.—Abstract of Ph.D. thesis, 1953, U. Minnesota.
606. Joseph, Harry (Guidance Center of New Rochelle, N. Y.), & Zern, Gordon. *The emotional problems of children: a guide to parents*. New York: Crown Publishers, 1954. ix, 310 p. \$3.75.—Describes the normal development of personality from birth through adolescence, and attempts to answer the most common questions of parents, teachers, group leaders and social workers in respect to emotional difficulties and related aspects of child mental hygiene. Some of the specific problems covered are: toilet training, maternal overprotection, masturbation, jealousy, and discipline. Other chapters deal with psychological examinations (by Samuel Goldworth), what makes a good school? (by Goodwin Watson), arts and crafts (by Dorothy Joyce), dramatics (by Eleanor Lodge Mamorsky), camping (by Ruth S. and Ralsh B. Tefferteller), toys, books, and music.—(W. E. Galt)
607. Kirkpatrick, Milton E. *The mental hygiene of adolescence in the Anglo-American culture*. *Proc. 4th int. Congr. ment. Hlth*, 1951, 273-280.—Some of the goals of adolescence and the cultural factors that obstruct their fulfillment or prolong the adjustment process are presented. Discussion.—(N. H. Pronko)
608. Kreutz, Mieczysław. *Rozwój psychiczny młodzieży*. (The mental development of youth.) (9th ed.) Wrocław: Kaiznica Atlas, 1948. 71 p.—The author outlines the significance of the study of mental development for theoretical psychology and educational practice, and reviews different problems of the mental development, describing in some detail the periods of childhood and of adolescence.—(M. Choynowski)
609. Kubie, Lawrence S. *Competitive sports and the awkward child*. *Child Study*, 1954, 31, 10-15.—Parents should insist on a physical evaluation program to plan sport assignments for those naturally awkward or endowed for competitive sports. The athletic girl, attractive only by day, the awkward boy too devoted to compensatory intellectual activities, etc. must receive individual guidance. Success in riding, swimming, climbing etc. may avoid unhealthy withdrawal in the face of more vigorous and competitive sports.—(G. Rubin-Rabson)
610. Martin, William E., & Stendler, Celia Burns. (U. Illinois, Urbana.) *Readings in child development*. New York: Harcourt, Brace & Co., 1954. xi, 513 p. \$5.00.—The 44 papers included in this volume have been reprinted in their entirety and selected to illustrate theory, facts, controversial issues, professional, and non-professional points of view. While providing a group of readings on problems of child development the point of view corresponds to the authors' textbook of child development (see 28: 639). The selections are grouped into 4 sections: the child, society and culture, socialization, and socializing agents.—(C. M. Louttit)
611. Meredith, G. Patrick. (U. Leeds, Eng.) *The space, time, language and intellect of the young child*. *Egypt. J. Psychol.*, 1952-53, 8, 272-284.—Space, time, language and intellect of the child are discussed in their dynamic relationship. Language is an extremely variable social factor which markedly affects the development of the other three, and is completely subject to the linguistic capacities and habits and policies of the human environment. The means which the parents use in maximizing the environmental opportunity for growth and stimulation of the child's inner world is of greater interest to the author than the recording of the norms of achievements of the child in these four areas.—(L. H. Melikian)
612. Moyer, Kenneth E., & Gilmer, B. van Haller. (Carnegie Institute of Technology, Pittsburgh, Pa.) *The concept of attention spans in children*. *Elem. Sch. J.*, 1954, 54, 464-466.—Attention spans of 681 boys and girls, ranging in age from 18 months through 7 years, were measured. The experiment showed no regular increase in the attention spans of children from year to year. In a relatively non-distracting situation, the mean length of time children will concentrate and play with toys depends primarily on the use of the right toy for the right age.—(S. M. Amatora)
613. Nassar, Carlos. *Cultural patterns and their influence on child education*. *Proc. 4th int. Congr. ment. Hlth*, 1951, 293-298.—Summary and discussion.
614. Page, Hilary. *Playtime in the first five years*. Philadelphia: J. B. Lippincott, 1954. x, 178 p. \$3.50.—Page not only discusses sensible toys for children but also shows how the wise use of such toys might help children to develop socially acceptable habits and a well-balanced personality.—(R. M. Frumkin)



615. **Pellegrin, Roland Joseph.** Status achievement in youth groups: elements of group adjustment in relation to social mobility. *Univ. N. C. Rec.*, 1953, No. 520, 285-286.—Abstract of Ph.D. thesis.
616. **Pichon, Edouard.** Le développement psychique de l'enfant et de l'adolescent. *Evolution normale. Pathologie. Traitement.* (The mental development of the child and the adolescent. Normal evolution. Pathology. Treatment.) (3rd. ed.) Paris: Masson et Cie., 1953. 374 p.—Introduction of this manual is devoted to the nature of psychological problems and to the general analysis of infancy from the psychological standpoint. In the 3 remaining parts of the book the author writes about Methods and tests, The normal mental development, The troubles of mental development, Education, and Orthopsychopedy or Therapeutics of the troubles of mental development. The book is written mostly from the Freudian point of view and is addressed to physicians, psychologists, educators, and parents. (See 11: 523.)—(M. Choynowski)
617. **Podolsky, E.** The emotional problems of the illegitimate child. *Arch. Pediat.*, 1953, 70, 401-403.—The problems of being wanted and of belonging are particularly critical to the illegitimate child because of the social scene. Feelings of inferiority, anxiety, inadequacy, shame, jealousy, insecurity, isolation, and rejection appear and make it difficult for the child to give love to others because he is not given love by them. The goals of mental health in the child are a building of self-esteem, interest and awareness of others, tolerance of disappointment, and independence.—(I. N. Mensh)
618. **Pollock, George H., & Richmond, Julius B.** (U. Illinois Coll. Med., Chicago.) Nutritional anemia in children; importance of emotional, social and economic factors. *Psychosom. Med.*, 1953, 15, 477-484.—11 case reports indicated that the infants responded well to treatment, that the anemia developed in no patient where breast feeding was used, and that in all instances emotional problems manifested in feeding difficulties were present. Disturbances in parent-child relationships were accordingly of major importance in the inadequate iron ingestion during the second six months of infancy. 23 references.—(L. A. Pennington)
619. **Porter, Blaine M.** (Iowa State Coll., Ames.) Measurement of parental acceptance of children. *J. Home Econ.*, 1954, 46, 176-182.—Parental feelings and behaviors along four dimensions are set forth as an operational definition of parental acceptance. An objective multiple-choice self-inventory of feelings and behavior was developed having a split-half reliability of .766 and items validated by degree of correspondence with judges ratings of the items. 43 men and 57 women who had children in the 6- to 10-year age range completed the questionnaire with scores ranging from 87 to 187 with mean of 139 and standard deviation of 20.—(J. Elinson)
620. **Prugh, Doro G.** (Harvard Med. Sch., Boston, Mass.) Emotional problems of the pre-mature infant's parents. *Nurs. Outlook*, 1953, 1, 461-464.—Two emotions may be particularly prominent during the early period of waiting for the time when the mother of a premature infant can care for her baby; these emotions are exacerbated sharply at the final moment when the baby reaches the magical figure of five pounds and is suddenly thrust upon the apprehensive mother. The most intense of these emotions is anxiety, intensified in inverse ratio to the size of the baby. A second, emotion is that of guilt, which may underlie and increase any overt anxiety.—(S. M. Amatora)
621. **Rabinovitch, Ralph D., & Fischhoff, Joseph.** Feeding children to meet their emotional needs. *J. Amer. diet. Ass.*, 1952, 28, 614-621.—(See *Child Developm. Abstr.*, 1954, 27(1 & 2), 8, abs. 28.)
622. **Reece, Laurence H.** The play needs of children aged 6 to 12. *Marriage Fam. Living*, 1954, 16, 131-134.—"Many cities have made efforts to provide play space for children, but only in few instances are they meeting the real play needs" of children aged 6 to 12... [with] space, materials and supervision." The Association helps parents provide adequate play opportunities.—(M. M. Gillet)
623. **Schour, Esther.** (Institute for Psychoanalysis, Chicago, Ill.) I believe in parents. *Child Welfare*, 1954, 33(5), 7-10.—The author believes that social workers must re-evaluate their attitudes toward the parents of the children in trouble. She shows the necessity for this shifting emphasis over the years. Sub-topics discussed include: (1) parents and child have reciprocal relationships, (2) parents' personality as an important factor, (3) own family is basic, (4) ties remain despite deficiencies.—(S. M. Amatora)
624. **Senn, Milton J. E. (Ed.)** (Yale U., New Haven, Conn.) Problems of infancy and childhood; transactions of the seventh conference March 23 and 24, 1953, New York, N. Y. New York: Josiah Macy, Jr. Foundation, 1954. 196 p. \$2.75.—Transactions of the 7th and final conference on infancy and childhood, March 23 and 24, 1953, are reported in detail, including a transcript of the group interchange occasioned by each paper. The following topics are discussed: Developmental truths and their fate in child rearing; clinical observations (Emmy Sylvester); Some pathological processes engendered by early mother-child separation (John Bowlby); Clinical observations on the emotional life of children in the communal settlements in Israel (Gerald Caplan); Observation of individual tendencies in the second year of life (Katherine M. Wolf). An appendix offers a report of the subcommittee on rooming-in. List of conference members.—(R. C. Strassburger)
625. **Shirley, Hale F.** (Stanford U., Calif.) The child, his parents, and the physician. Springfield, Ill.: Charles C. Thomas, 1954. xiv, 159 p. \$3.75.—Four major areas of the educational process of the child are discussed in a non-technical presentation of the emotional and social needs of the child: (a) the normal sequence of emotional and social development; (b) the developmental tasks which the child should be helped to master at each period of his childhood; (c)

- 10 books and papers (E. Spranger, S. Bernfeld, A. Freud, C. Mannheim, P. Landis, R. Benedict, K. Young, S. Baley, Sh. Golan) is intended for "directed reading." The author's outlook is dialectic-materialistic, as pointed out in the Introduction. —(H. Ormian)
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611. Meredith, G. Patrick. (U. Leeds, Eng.) *The space, time, language and intellect of the young child*. *Egypt. J. Psychol.*, 1952-53, 8, 272-284.—Space, time, language and intellect of the child are discussed in their dynamic relationship. Language is an extremely variable social factor which markedly affects the development of the other three, and is completely subject to the linguistic capacities and habits and policies of the human environment. The means which the parents use in maximizing the environmental opportunity for growth and stimulation of the child's inner world is of greater interest to the author than the recording of the norms of achievements of the child in these four areas. —(L. H. Melikian)
612. Mayer, Kenneth E., & Gilmer, B. von Haller. (Carnegie Institute of Technology, Pittsburgh, Pa.) *The concept of attention spans in children*. *Elem. Sch. J.*, 1954, 54, 464-466.—Attention spans of 681 boys and girls, ranging in age from 18 months through 7 years, were measured. The experiment showed no regular increase in the attention spans of children from year to year. In a relatively non-distracting situation, the mean length of time children will concentrate and play with toys depends primarily on the use of the right toy for the right age. —(S. M. Amatori)
613. Nassar, Carlos. *Cultural patterns and their influence on child education*. *Proc. 4th int. Congr. ment. Hlth.* 1951, 293-298.—Summary and discussion.
614. Page, Hilary. *Playtime in the first five years*. Philadelphia: J. B. Lippincott, 1954. x, 178 p. \$3.50.—Page not only discusses sensible toys for children but also shows how the wise use of such toys might help children to develop socially acceptable habits and a well-balanced personality. —(R. M. Frumkin)

615. **Pellegrin, Roland Joseph.** Status achievement in youth groups: elements of group adjustment in relation to social mobility. *Univ. N. C. Rec.*, 1953, No. 520, 285-286.—Abstract of Ph.D. thesis.
616. **Pichon, Edouard.** Le développement psychique de l'enfant et de l'adolescent. Evolution normale. Pathologie. Traitement. (The mental development of the child and the adolescent. Normal evolution. Pathology. Treatment.) (3rd, ed.) Paris: Masson et Cie., 1953. 374 p.—Introduction of this manual is devoted to the nature of psychological problems and to the general analysis of infancy from the psychological standpoint. In the 3 remaining parts of the book the author writes about Methods and tests, The normal mental development, The troubles of mental development, Education, and Orthopsychopedy or Therapeutics of the troubles of mental development. The book is written mostly from the Freudian point of view and is addressed to physicians, psychologists, educators, and parents. (See 11: 523.)—(M. Choynowski)
617. **Podolsky, E.** The emotional problems of the illegitimate child. *Arch. Pediat.*, 1953, 70, 401-403.—The problems of being wanted and of belonging are particularly critical to the illegitimate child because of the social scene. Feelings of inferiority, anxiety, inadequacy, shame, jealousy, insecurity, isolation, and rejection appear and make it difficult for the child to give love to others because he is not given love by them. The goals of mental health in the child are a building of self-esteem, interest and awareness of others, tolerance of disappointment, and independence.—(L. N. Mensh)
618. **Pollock, George H., & Richmond, Julius B.** (U. Illinois Coll. Med., Chicago.) Nutritional anemia in children; importance of emotional, social and economic factors. *Psychosom. Med.*, 1953, 15, 477-484.—11 case reports indicated that the infants responded well to treatment, that the anemia developed in no patient where breast feeding was used, and that in all instances emotional problems manifested in feeding difficulties were present. Disturbances in parent-child relationships were accordingly of major importance in the inadequate iron ingestion during the second six months of infancy. 23 references.—(L. A. Pennington)
619. **Porter, Blaine M.** (Iowa State Coll., Ames.) Measurement of parental acceptance of children. *J. Home Econ.*, 1954, 46, 176-182.—Parental feelings and behaviors along four dimensions are set forth as an operational definition of parental acceptance. An objective multiple-choice self-inventory of feelings and behavior was developed having a split-half reliability of .766 and items validated by degree of correspondence with judges ratings of the items. 43 men and 57 women who had children in the 6- to 10-year age range completed the questionnaire with scores ranging from 87 to 187 with mean of 139 and standard deviation of 20.—(J. Elinson)
620. **Prugh, Dane G.** (Harvard Med. Sch., Boston, Mass.) Emotional problems of the pre-mature infant's parents. *Nurs. Outlook*, 1953, 1, 461-464.—Two emotions may be particularly prominent during the early period of waiting for the time when the mother of a premature infant can care for her baby; these emotions are exacerbated sharply at the final moment when the baby reaches the magical figure of five pounds and is suddenly thrust upon the apprehensive mother. The most intense of these emotions is anxiety, intensified in inverse ratio to the size of the baby. A second, emotion is that of guilt, which may underlie and increase any overt anxiety.—(S. M. Amatora)
621. **Rabinovitch, Ralph D., & Fischhoff, Joseph.** Feeding children to meet their emotional needs. *J. Amer. diet. Ass.*, 1952, 28, 614-621.—(See *Child Developm. Abstr.*, 1954, 27(1 & 2), 8, abs. 28.)
622. **Reeco, Laurence H.** The play needs of children aged 6 to 12. *Marriage Fam. Living*, 1954, 16, 131-134.—"Many cities have made efforts to provide play space for children, but only in few instances are they meeting the real play needs" of children aged 6 to 12... [with] space, materials and supervision." The Association helps parents provide adequate play opportunities.—(M. M. Gillet)
623. **Schour, Esther.** (Institute for Psychoanalysis, Chicago, Ill.) I believe in parents. *Child Welfare*, 1954, 33(5), 7-10.—The author believes that social workers must re-evaluate their attitudes toward the parents of the children in trouble. She shows the necessity for this shifting emphasis over the years. Sub-topics discussed include: (1) parents and child have reciprocal relationships, (2) parents' personality as an important factor, (3) own family is basic, (4) ties remain despite deficiencies.—(S. M. Amatora)
624. **Senn, Milton J. E. (Ed.)** (Yale U., New Haven, Conn.) Problems of infancy and childhood; transactions of the seventh conference March 23 and 24, 1953, New York, N. Y. New York: Josiah Macy, Jr. Foundation, 1954. 196 p. \$2.75.—Transactions of the 7th and final conference on infancy and childhood, March 23 and 24, 1953, are reported in detail, including a transcript of the group interchange occasioned by each paper. The following topics are discussed: Developmental traumas and their fate in child rearing; clinical observations (Emmy Sylvester); Some pathological processes engendered by early mother-child separation (John Bowlby); Clinical observations on the emotional life of children in the communal settlements in Israel (Gerald Caplan); Observation of individual tendencies in the second year of life (Katherine M. Wolf). An appendix offers a report of the subcommittee on rooming-in. List of conference members.—(R. C. Strassburger)
625. **Shirley, Hale F.** (Stanford U., Calif.) The child, his parents, and the physician. Springfield, Ill.: Charles C. Thomas, 1954. xiv, 159 p. \$3.75.—Four major areas of the educational process of the child are discussed in a non-technical presentation of the emotional and social needs of the child: (a) the normal sequence of emotional and social development; (b) the developmental tasks which the child should be helped to master at each period of his childhood; (c)



the child's environmental conflicts, his reactions to deprivations and frustrations, and the adaptive techniques used to cope with these; and (d) the deleterious effects of severe prolonged emotional distress upon the emotional development, behavior patterns, and physical health of the child.—(E. L. Gaier)

626. **Shuttleworth, Margaret.** An investigation of the relationship between certain psychological factors and childbirth. *Dissertation Abstr.*, 1954, 14, 716.—Abstract of Ph.D. thesis, 1954, State U. Iowa.

627. **Spénlé, Anna-Marie.** La notion du rôle dans le développement de la personnalité de l'enfant. (The idea of role in the development of child personality.) *Can. Int. Sociol.*, 1953, 14, 169-178.

628. **Stolins, Katherine Berle.** (Lesley Coll., Cambridge, Mass.) The beginnings of dishonesty. *Understanding the Child*, 1954, 23, 55.—The recommendation is made that children not be taught expressions such as "Thank you," "You're welcome," etc. until they are able to understand them. This use prematurely tends to breed dishonesty. Honesty should not bring punishment if a child is to remain honest.—(W. Coleman)

629. **Szumon, Stefan.** (Jagiellonian U., Poland.) *Psychologia wychowawcza wieku dziecięcego.* (Educational psychology of the infant age.) Warsaw: Nasza Księgarnia, 1946. 189 p.—This textbook consists of three parts. First part, short and introductory, is devoted to the outlining of the general character and direction of the preschool development of the child. In the second part, devoted to two first years of life, the author traces the development of movements, perceptions and imaginations, mental functions, plays, emotions and drives, will, motor and practical abilities, and language. In the third part (third to seventh year of life), plays, drawings, the role of illustrations, stories and fairy tales, the development of language and mentality, orientation in time and the notion of number, the imagining of living and non-living nature, and the development of emotions, will and social relations, are discussed.—(M. Chojnowski)

630. **Szumon, Stefan.** *Rozwój psychiczny dzieci i młodzieży.* (The mental development of children and adolescents.) (2d ed.) Warszawa: Nasza Księgarnia, 1948. 79 p.—In five parts of this book, written for teachers, the author discusses general problems of mental development and describes in detail early childhood, first and second childhood, and adolescence, taking into account speech, thinking, plays, interests, knowledge, imagination, emotions and personality. 48-item bibliography.—(M. Chojnowski)

631. **Undeutsch, U.** (U. Mainz, Germany.) *Psychologische Beobachtungen über die Akzeleration der Jugendentwicklung.* (Psychological observations of the acceleration of the development of youth.) *Homo*, 1951, 2, 24-27.—The author is concerned with the proof that the present acceleration of the development of youth is a harmonic one, enclosing body and soul.—(P. L. Krieger)

632. **U. S. Children's Bureau.** Research relating to children: an inventory of studies in progress reported

January 1, 1952—March 31, 1954. Washington, D. C.: U. S. Children's Bureau, Clearinghouse for Research on Child Life, 1954. 76 p. (Bull. II, Suppl. 1.)—178 entries of masters' theses reported as completed since 1951 with abstracts. Grouped in five subject categories and indexed by author and subject (see 28: 4097).—(C. M. Louttit)

633. **Wallon, Henri.** *Le Laboratoire de Psychobiologie de l'Enfant.* (The Laboratory of Child Psychology.) *BINOP*, 1953, 9, (Spec. No.), 100-102.

634. **Werdeberg, Helen Lucille.** The relationship of reading ability to the newspaper reading done by adolescents. *Dissertation Abstr.*, 1954, 14, 505.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

635. **Whaley, Francis Lloyd.** A study of the relationship of the development of the child as a whole at the elementary level to high school achievement and activity participation. *Dissertation Abstr.*, 1954, 14, 638.—Abstract of Ph.D. thesis, 1954, U. Michigan.

636. **Woronoff, Israel.** The relationship of pre-adolescent developmental factors to adolescent social adjustment. *Dissertation Abstr.*, 1954, 14, 638-639.—Abstract of Ph.D. thesis, 1954, U. Michigan.

(See also abstracts 76, 372, 822, 1131, 1326)

#### MATURITY & OLD AGE

637. **Ames, Louise Bates; Learned, Janet; Métraux, Ruth W., & Walker, Richard M.** (Gesell Inst. Child Develop., New Haven, Conn.) *Rorschach responses in old age.* New York: Harpers, 1954. xiv, 229 p. \$6.75.—The Rorschach responses of 200 men and women, 70 to 100 years old were classified as normal, pre-senile, and senile. The Rorschach test is held to be an extremely sensitive instrument for determining change in intellectual and emotional functioning. Age alone is not "a safe criterion for determining the intactness of psychological functioning of the older persons." 41 references.—(G. K. Morlan)

638. **English, O. Spurgeon.** *Climacteric neuroses and their management.* *Geriatrics*, 1954, 9, 139-145.—Symptoms of the climacteric in women are probably primarily psychogenic in origin, though some (hot and cold flushes) may result from cessation of gonadal activity. Males do not experience gonadal change comparable with that of the female and in this sense do not experience the climacteric, but may be considered to if climacteric is defined as a critical period of self-evaluation. Men can and often do succumb to some of the same conflicts as women. Typical adjustment problems and suggestions for re-educative efforts are described.—(R. G. Kühlen)

639. **Hunter, Woodrow W., & Maurice, Helen.** *Older people tell their story.* Ann Arbor, Michigan: University of Michigan, Institute for Human Adjustment, Division of Gerontology, 1953. xv, 99 p. \$1.00.—A survey is presented of an adult educational program initiated to stimulate action on behalf of older people in one community. Results are discussed to learn from older people what they felt and did about the major

aspects (health, living conditions, leisure-time activities, income, religion,) and especially to reveal the kinds of activities which a community can do with and for older people to make their living more satisfactory. The findings represent older people's evaluation of their situation rather than observations of experts. —(E. L. Gaier)

640. **New York (City). Mayor's Advisory Committee for the Aged. Report of... New York City's senior citizens.** New York: Author (250 Church St.), 1954. 3 vols., variously paged. Mimeo.—Vol. 1 includes a summary report of the Committee for the period October 1949 to October 1953. Vols. 2 and 3 include reports of seven special studies: J. H. Bunzel & Louis Gare, Some factors in satisfaction with retirement; J. H. Bunzel, Attitudinal conflicts in the post-employment years among three low fixed-income groups; W. A. Haas & J. H. Bunzel, A study of psychological and social adjustment of aged individuals attending day centers for the aged; David Talman & H. A. Levine, A study of clinic attendance among members of day centers for the aged; Statistical study on old age assistance cases; An inventory of research (a census of research in the field of aging and old age... in New York...); Abbe Hacker, A non-evaluative study of seventy-one private homes for the aged serving residents of New York City.—(C. M. Louttit)

641. **Pan, Ju-Shu.** (U. Chicago, Ill.) **Method of prediction of personal adjustment in old age.** *Sociol. soc. Res.*, 1953, **38**, 113-119.—Consideration of the problem of prediction of personal adjustment in old age is given under five main topics: (1) The contribution of previous studies of factors known to bring good personal adjustment; (2) the selecting and working out of a criterion of judging personal adjustment; (3) the construction of an expectancy table for the purpose of predicting happiness or success in personal adjustment; (4) the analysis of the basic factors of personal adjustment; and (5) the problems involved in making predictions from personal documents.—(S. M. Amatori)

642. **Révész, Géza.** (U. Amsterdam, Netherlands.) **Höheres Lebensalter und geistige Leistungskraft.** (Old age and mental productivity.) *Universitas*, 1953, **8**, 685-690.—After citing numerous examples of intellectual and artistic accomplishment in later years, the author asserts that aging is not necessarily accompanied by regression of mental capacities. Barring severe physical or mental incapacities, talent and aptitudes continue to function productively and efficiently to a ripe old age.—(H. P. David)

643. **Terruwa, A. A. A. De vrouw en haar werk.** (The woman and her work.) Roermond, Netherlands: Roman & Zonen, 1954. 34 p. Hfl. 1.50.—The changed position of the woman in modern society has a considerable influence on her psyche. Aim of this work is to find an answer to the following question: in how far does the nature of a woman endure an adaptation to the economic, social and psychic demands upon her. By virtue of her nature the woman is guided by love and it appears that there are disastrous consequences

if in her psychic life matter-of-factness dominates love.—(M. Dresden)

644. **Tuckman, Jacob, & Lorge, Irving.** (Columbia U., New York.) **Old people's appraisal of adjustment over the life span.** *J. Pers.*, 1954, **22**, 417-422.—The subjects were graduate students and aged individuals in institutions. The life span was divided into 8 periods and 21 adjustment attitudes were included. The S was asked to indicate the period in life when one is happiest, most healthy, etc. Both groups showed the greatest negative attitude toward later life. "The fact that any age period beyond the twenties, thirties, or forties was considered unfavorably for the majority of the aspects not only by the older respondents but also by a younger group of graduate students supports the suggestion that cultural factors play an important part in the way the older years are viewed." —(M. O. Wilson)

645. **Vischer, A. L. Die Gerontologie in der Schweiz.** (Gerontology in Switzerland.) *Z. Altersforsch.*, 1954, **8**, 47-52.—In 1950, 13.9% of the population of Switzerland was over 60 years of age, and 9.4% over 65 years of age. Much research in recent years had been centered on various aspects of aging and the author discusses the kinds of research being done and the men who are leaders in that research. —(R. M. Frumkin)

646. **Willie, Charles V.** (Syracuse U., N. Y.) **Group relationships of the elderly in our culture.** *Soc. Casework*, 1954, **35**, 206-212.—An analysis of the impact of group relationships upon the behavior of elderly persons is presented in the following terms: (1) the aged population in relation to our total social structure and value system; (2) changes in roles in family and work groups which persons experience as they grow older; and (3) implications of these considerations for social caseworkers.—(L. B. Costin)

(See also abstract 274)

## SOCIAL PSYCHOLOGY

647. **Adler, Franz.** (U. Arkansas, Fayetteville.) **Quantitative Untersuchungen in der Wissenssoziologie.** (Quantitative research in the sociology of knowledge.) *Köl. Z. Soziol.*, 1953, **5**, 309-320.—The problem of the author's research is to establish by quantitative methods the relations that exist between the epistemological ideas of great thinkers and the social and cultural changes of the time in which they lived. 4 types of philosophical thinking are chosen, viz., the universalistic, nominalistic, dialectic, and intuitive-organismic types. The social and cultural changes are considered from 5 different points of view. The concrete problem was to work out by statistical means how each type of thinking was related to each form of cultural and social change. —(M. Haas)

648. **Andrews, F. Emerson.** **Attitudes toward giving.** New York: Russell Sage Foundation, 1953. 145 p. \$2.00.—The results of 91 extended interviews with representative Americans about their atti-

tudes toward and patterns of philanthropic giving are presented within the context of an interpretative discussion. Although the data, "collectively, do not add up to scientific conclusions" they are a "revealing commentary on attitudes of some givers toward welfare agencies, problems, and fund-raising methods."—(J. C. Franklin)

649. **Argyle, Michael.** The concepts of role and status. *Sociol. Rev.*, 1952, 44(3), 14 p.—"The concepts of role and status have each been used in a variety of ways, often without clear operational definition. This paper sets out from the point of view of Social Psychology to examine the different uses of each in turn, to see what facts are to be expressed or explained by them and to suggest a consistent terminology. It attempts to draw certain distinctions and to give clear-cut operational definitions in conformity with current research. The terminology will be made as general as possible by the consideration of behaviour in various contexts—small groups, formal organisations, and communities." 65 references.—(M. Choynowski)

650. **Avigdor, Rosette.** Etude expérimentale de la genèse des stéréotypes. (Experimental study of the genesis of stereotypes.) *Cab. Int. Sociol.*, 1953, 14, 154-168.

651. **Barlow, Myron Ford.** Security and group approval as value systems related to attitude change. *Dissertation Abstr.*, 1954, 14, 725.—Abstract of Ph.D. thesis, 1954, U. Michigan.

652. **Bastide, Roger.** Contribution à l'étude de la participation. (Contribution to the study of participation.) *Cab. Int. Sociol.*, 1953, 14, 39-40.

653. **Bennett, Corwin Alden.** Inter-member prediction of preferences in the small social group. *Dissertation Abstr.*, 1954, 14, 725-726.—Abstract of Ph.D. thesis, 1954, U. Nebraska.

654. **Borgetto, Edgar F., & Bales, Robert F.** (Harvard U., Cambridge, Mass.) Interaction of individuals in reconstituted groups. *Sociometry*, 1953, 16, 302-320.—"Evidence is presented that each individual who is a prospective member of a group can usefully be regarded as having a characteristic rate of interaction, and a characteristic upper bound, with a tendency to increase his rate to his upper bound, depending upon opportunity. The rate actually achieved by a given man in a group is an inverse function of the characteristic rates of his co-participants. The total rate achieved by a given group is in part a function of the summed characteristic rates of the participants... [and] a function of the degree of differentiation of the characteristic rates of the individuals composing it." Implications of the study for the composition of groups and development of leadership are discussed.—(V. Johnson)

655. **Boshes, Benjamin.** (Northwestern U., Med. Sch. Chicago, Ill.) Normal America in the abnormal setting. In Hsu, Culture and personality, (see 29: 535), 91-117.—Case illustrations of members of delinquent gangs and Americans in combat illustrate behavior in abnormal settings. Behavior is interpreted

as the result of dynamic interaction of total personality and environmental requirements. Stability in behavior is enhanced by "a solid family with a strong, kind father figure, an understanding, giving mother, strong loyalties to parents and siblings, and adequate ideals and goals." Discussion by F. L. K. Hsu.—(C. M. Loxtit)

656. **Brobeck, May.** (U. Minnesota, Minneapolis.) On the philosophy of the social sciences. *Phil. Sci.*, 1954, 21, 140-156.—Brobeck criticizes Hayek's contentions in "The counter-revolution of science," maintaining that the social sciences deal with objective as well as with subjective events, that not all macroscopic terms either in the physical (e.g., "solubility") or in the social (e.g., "market") sciences are meaningless, and that although psychological laws may well be ubiquitous, in the absence of complete psychological knowledge, it is legitimate and possible to formulate social laws without taking them into account.—(H. Ruja)

657. **Carlson, Earl Richard.** Attitude change through modification of attitude structure. *Dissertation Abstr.*, 1954, 14, 726-727.—Abstract of Ph.D. thesis, 1954, U. Michigan.

658. **Choix-Ruy, J.** Les classes sociales et l'origine de l'inégalité. (Social classes and the origin of inequality.) *Cab. Int. Sociol.*, 1953, 14, 66-97.

659. **Christiansen, Bjørn.** (Institut for Samfunnsforskning, Oslo, Norway.) Psykiisk sunnhet som sosialpsykologisk problem. (Mental health as a problem of social psychology.) *Nord. Psykol.*, 1953, 5, 9-16.—After reviewing the place given to mental health in current text books in social psychology (mostly American) an attempt is made to clarify some of the pressing problems. "Mental health" is contrasted with "institutional effectiveness." The real struggle is to find a satisfactory criterion of mental health.—(E. L. Stromberg)

660. **Cohen, Arthur Robert.** The effects of individual self-esteem and situational structure on threat-oriented reactions to power. *Dissertation Abstr.*, 1954, 14, 727-728.—Abstract of Ph.D. thesis, 1954, U. Michigan.

661. **De Croecker, Tits, et al.** La psychologie du commandement. (The psychology of leadership.) *Rev. belg. Psychol. Pédag.*, 1953, 15, 121-152.—Summary of works on leadership in school, factory, government etc. These works utilize the recent discoveries of social psychology and end with general conclusions.—(R. Piret)

662. **Dullen, Joseph Edward.** An investigation into the relation between desire for change in social institutions and desire for change in the self. *Dissertation Abstr.*, 1954, 14, 199-200.—Abstract of Ph.D. thesis, 1953, Columbia U.

663. **Doner, R. D., Inman, C., & Davis, R. T.** (U. South Dakota, Vermillion) Competitive behavior between inbred strains of mice. *Proc. S.D. Acad. Sci.*, 1952, 31, 172-176.—Competitive behavior of 16 mice, 4 in each of 4 strains, was studied daily for 64 days



in each of 4 different competitive situations: a funneling runway, a confining cage that necessitated piling, body contacts in a carrying cage, and responses made toward food. (All animals were satiated.) Strain C-57 was very aggressive in the highly competitive situations but did not show much body contact, strain dba, showed considerable amounts of social contact and food orienting behavior, and strain C-albino was the least aggressive. The authors concluded that the performance of mice in different complex competitive social situations is partially dependent upon strain differences.

664. Donovan, John Joseph. *Action theories in human relations: an investigation of selected action theories and reported cases describing change in undemocratic attitude and behavior. Dissertation Abstr.*, 1954, 14, 411.—Abstract of Ph.D. thesis, 1953, New York U.

665. Erickson, E. Gordon. (U. Kansas, Lawrence.) *Urban behavior*. New York: Macmillan, 1954. xiv, 482 p. \$4.75.—One of the purposes of this urban sociology text is "to demonstrate the relationship between concepts and empirical observation" in the field. Author concludes "association in the country depends more upon (1) kinship, (2) propinquity, and (3) tradition, while association in the city depends upon (1) personal interests, (2) cultural status as revealed through such indices as education and occupation, (3) ideology." The 21 chapters in the book are presented under five headings: The City and Civilization; The City as a Physical Mechanism—Human Ecology; Personality and Groups: Social Psychology and Social Organization; The Perspective of Control—City Planning, and Conclusion.—(R. S. Fitzpatrick)

666. Ezzi, A. (Leadership between social psychology and sociology.) *Egypt. J. Psychol.*, 1952-53, 8, 153-186.—Leadership is a social and not an individual phenomena. It is the product of certain social circumstances which precede the appearance of the leader. It is social in its foundation as well as in its goal. In Arabic.—(L. H. Melikian)

667. Fossenden, Seth A. (U. Denver, Colo.) *An index of cohesiveness-morale based on the analysis of sociometric choice distribution. Sociometry*, 1953, 16, 321-326.—An approach is presented to aid in answering the questions of the group leader: (1) What are the interpersonal relationships among my people? and (2) What is the morale of the group? The index was based upon the hypothesis that "In a group where there would be ample interchange of ideas and attitudes, the choice pattern would approach a curve which might approximate the 'normal' distribution of personality characteristics." Six classes in communication at the University of Denver were used to test the hypothetical curve.—(V. Johnson)

668. Fisher, Margaret. *Leadership and Intelligence*. New York: Bureau of Publications, Teachers College, Columbia University, 1954. xii, 176 p. \$3.75.—The four major works of Karl Mannheim serve as the basis of this examination of his theory of the

intellectual elite. The method of reason in practical judgment underlying Mannheim's work makes the problem of the political role of the intellectual problem of leadership and eventuates in a theory of the intellectual elite. "In contrast, the method of intelligence here proposed makes the problem of participation in self-regulative groups central to the study of leadership and eventuates in a theory of leadership as the investment of authority by groups in their chosen agents." 108-item bibliography.—(E. L. Gaier)

669. Gillin, John. (Ed.) *For a science of social man; convergences in anthropology*. New York: Macmillan, 1954. vii, 289 p. \$4.00.—"To explore the possibilities of inter-disciplinary integration in the human or man sciences," this book presents a systematically organized body of common theoretical understandings concerning social man. The individual contributions are: "Grounds for a science of social man," by John Gillin; "Sociology and anthropology," by George Peter Murdock; "Anthropology and psychology," by M. Brewster Smith; "Psychology and sociology," by Howard Becker; "Psychology and anthropology," by A. Irving Hallowell; "Sociology and psychology," by Theodore M. Newcomb; and "The forward view," by John Gillin. 63 partially annotated readings.—(S. B. Groy)

670. Gillin, John L. (U. Wisconsin, Madison.) *Theories of personal and social maladjustment. Sociol. soc. Res.*, 1954, 38, 215-217.—Most volumes on the history of social thought have been limited rather closely to a presentation of the theories of ancient and modern writers as to how the social group originated, the processes of interaction within the group and between groups, or with a group's differentiation into sub-groups, and of the social structures or institutional organizations. In most instances the theory of maladjustment of the ancient writers, and most of those down to the very modern times, did not expressly state how personal and social maladjustments have been brought about. We need a conspectus of experiments presented in relation to their prospective theories for all adjustment.—(S. M. Amatora)

671. Godwin, Winfred Lamer. *The sociology of small groups, with special reference to age status. Univ. N. C. Rec.*, 1953, No. 520, 281-282.—Abstract of Ph.D. thesis.

672. Hartung, Frank E. (Wayne U., Detroit, Mich.) *Cultural relativity and moral judgments. Phil. Sci.*, 1954, 21, 118-126.—Cultural relativity, which is the assertion that any set of customs and institutions is as valid as any other, is surreptitiously moral, for the cultural relativist urges tolerance while disclaiming moral judgment. Moreover, if any way of life, as he says, is as valid as any other, then there are no rational grounds for choosing one in preference to others.—(H. Ruja)

673. Heilman, Frank Eugene. *Theories of social problems and social disorganization: an historical and analytical study. Dissertation Abstr.*, 1954, 14, 731-732.—Abstract of Ph.D. thesis, 1954, U. Nebraska.

674. Hiroto, Kimiyoshi. (Kyôto U., Japan.) *Shûden no kodai keiketsu to communication.* (Group problem solving and communication.) *Jap. J. Psychol.*, 1953, **24**, 105-113.—The speed of solving problems and the communication frequency in relation to the structure of the group and to the member's position were studied. The experiment was conducted with 4 groups, all of which went through 4 different structural patterns—circle, chain, X shape, and Y shape—in different orders. Both the time required and the communication frequency to solve the problem decreased with the increase of trials, but the different structural patterns did not cause significant differences in either of them. Differences in time and communication frequency were found in relation to the member's position within the group. The leader of the group tended to emerge from the central position. In Japanese. English abstract p. 176-177.—(A. M. Niyekawa)
675. Horwitz, Murray. *The recall of interrupted group tasks: an experimental study of individual motivation in relation to group goals.* *Hum. Relat.*, 1954, **7**, 3-38.—"Can the motivational concepts which have been developed for individuals who are acting for their own goals be applied to individuals who are acting so that a group will achieve group goals?" Decisions of a group which could frustrate or coerce individual members with respect to some goal activity were studied for the effect upon recall of the tasks. Using the Zeigarnick ratio method for analysis, an affirmative answer was obtained. "The conceptual treatment—within the framework of Lewin's topological and vector constructs—" is in terms of tension systems. 27 references.—(R. A. Littman)
676. Horwitz, Murray, & Lee, Francis J. (U. Illinois, Urbana.) *Effects of decision making by group members on recall of finished tasks.* *J. abnorm. soc. Psychol.*, 1954, **49**, 201-210.—The hypothesis is suggested that as a result of decision making, motivational energy tends to be channeled into action which may be indexed by the tendency to recall unfinished tasks; and in the absence of decision making, motivational energy tends to be channeled into wish fulfillment which may be indexed by the tendency to recall finished tasks. The data presented tend to support this hypothesis. 20 references.—(L. N. Solomon)
677. Janis, Irving L., & King, Bert T. (Yale U., New Haven, Conn.) *The influence of role playing on opinion change.* *J. abnorm. soc. Psychol.*, 1954, **49**, 211-218.—"The experiment was designed to determine whether or not overt verbalization, induced by role playing, facilitates opinion change. . . . The main findings, together with various methodological checks, support the hypothesis that overt verbalization induced by role playing tends to augment the effectiveness of a persuasive communication."—(L. N. Solomon)
678. Johnstone, John, Jr. (Washington U., St. Louis, Mo.) *"Attitude" in psychology and psychiatric medicine. A comparative-linguistic note.* *J. nerv. ment. Dis.*, 1953, **117**, 287-299.—"A brief background of the attitude theories of Bull and of Graham and Grace is presented. Their uses of the concept of attitude in dealing with body-mind behavioral relationships are summarized. Some other uses of the word are touched upon. Some examples of how a few people handle the idea 'attitude' in twelve languages other than English are given. The compatibility of these examples with the foregoing attitude theories is discussed. An application in clinical psychology and medicine is suggested, if and when attitude theory, after further work, becomes firmly established." 24 references.—(M. L. Simmel)
679. Kamiet, Arnold H. *The ethics of civilization.* Washington, D. C.: Public Affairs Press, 1954. vi, 80 p. \$2.00.—This book, "a guide to the ethics of civilized living," considers these points among others: that ideological conflicts are a screen for conflicts of a deeper sort, that the competitive economics system handicaps the ethical and intellectual growth of the individual, that too great esteem for a single nation, race, church or class blunts one's sense for truth and makes for conflict and war, and if the government is to become an effectual instrument for solution of social problems, the party system should be eliminated, and the politician discarded and replaced by experts.—(S. B. Groy)
680. Keeley, Benjamin Joseph. *Factors associated with value convergence in a social system: with special reference to the marriage group.* *Dissertation Abstr.*, 1954, **14**, 732-733.—Abstract of Ph.D. thesis, 1954, U. Nebraska.
681. Klineberg, Otto. (Columbia U., New York.) *Social psychology.* (2nd ed.) New York: Holt, 1954. xiii, 578 p. \$5.25.—This second edition has been thoroughly rewritten in the light of advances during the 14 years since the first (see 14: 5109). Completely new chapters are devoted to the study of national characteristics, and psychology and international relations. The 20 chapters are divided into five parts: introductory, social factors in human nature, differential psychology, social and cultural factors in personality, and social interaction. Chapter bibliographies.—(C. M. Louttit)
682. Klubeck, Stanley, & Boss, Bernard M. (Louisiana State U., Baton Rouge.) *Differential effects of training on persons of different leadership status.* *Hum. Relat.*, 1954, **7**, 59-92.—Three hypotheses were tested: (1) Can leadership status be changed through brief training? (2) Are there individual differences in profit received from training? (3) Is initial high status positively associated with profit received from training? By leaderless group methods, 140 sorority members were studied for initial status and the role of training. The results of leaderless discussions subsequent to training yielded affirmative answers to each of the hypotheses. 20 references.—(R. A. Littman)
683. Kossitch, Mirko M. *Zellen und Cliques.* (Cells and social cliques.) *Köl. Z. Soziol.*, 1953, **5**,

230-261.—The influence of small social groups in the development of great social movements is discussed. The word "cell" is applied to the small personal groups of strict discipline which are organized for the purpose of bringing about revolutionary changes in political, religious, or social life. Social cliques, on the other hand, are seen as informal, closed, small groups of adults of a rather loose type of organization and carrying lesser responsibilities than the cells. The paper deals with the motives for which individuals join these groups and the various ways in which these groups come into existence and carry out their twilight activities. Social cliques and cells may mix and merge at certain stages.—(M. Haas)

684. Ligon, Ernest M., & O'Brien, Mary. (Union Coll., Schenectady, N.Y.) *Method of characteristic differences*. *Relig. Educ.*, 1954, 49, 284-290.—The method of characteristic differences is recommended as "the most powerful scientific tool which can be used with some competence by those who do not classify themselves as scientists." The demonstration experiment which used this method in a study of successful and unsuccessful committee sessions at the Federal Council of Churches meeting in February 1954 is reported.—(G. K. Morlan)

685. Lindgren, Henry Clay. (San Francisco (Calif.) State Coll.) *Effective leadership in human relations*. New York: Hermitage House, 1954. 287 p. \$3.50.—The difficulties of fictitious leaders in various situations are discussed, how hostility produces anxiety, the origin of hostility and its various forms of expression, patterns of security and change, prestige, old and new patterns of leadership, the role of communication, the dilemmas of appointed and elected leaders, and the last chapter deals with the advantages and ways of sharing leadership.—(G. K. Morlan)

686. Linton, Ralph. *What we know and what we don't*. In Hsu, Culture and personality, (See 29: 535), 187-228.—The title refers to present knowledge of society, culture, and the individual. The author reviews, especially from the point of view of anthropology, the current status of knowledge of such subjects as social organization, roles and social structure, kinship, religious and economic activities of primitive groups, culture and its change, individual learning and personality, and relation between individuals and the group. There are many lacunae but during the past few decades there have been rapid strides, especially in the developing of methodologies. Discussion by Franz Alexander and Louis Schneider.—(C. M. Louttit)

687. Lorge, Irving. (Columbia U., New York.) *Psychology and values*. *Pedagogia*, 1953, 1(2), 45-53.—"The psychologist does not see values; he infers values from performances. . . . The greater the number of choices available to any individual, the greater the probability of conflict among equal or almost equivalent values. . . . The psychologist. . . suggests that the reification of values for groups repre-

sents a level of abstraction that is only slightly valid. Some historians impute to a large group values that are really held by a small minority; some anthropologists discuss values as if they were universally held by all members of the culture and some economists have made value, the unchanging universal. As a metaphor, these notions are helpful, yet if taken literally they tend to reject reality."—(E. Sánchez-Hidalgo)

688. McKeachie, Wilbert J. (U. Michigan, Ann Arbor.) *Individual conformity to attitudes of classroom groups*. *J. abnorm. soc. Psychol.*, 1954, 49, 282-289.—"To study the relationship of the individual's attitudes to group norms, experimental classroom situations were set up involving three sets of variables: (a) The relationship between attitude change and changes in perception of the group norm. (b) The relationship between attraction to the group and "congruence" of attitudes and perceived group norms. (c) The effect of different group processes used in considering a problem upon congruence. . . . The findings are interpreted in terms of a theory emphasizing the importance of the distribution of rewards and punishments administered by the group for conformity and the discrepancy between the objective group norm and the perceived norm."—(L. N. Solomon)

689. Mausner, Bernard. (U. Massachusetts, Amherst.) *Studies in social interaction. III. Effect of variation in one partner's prestige on the interaction of observer pairs*. *J. appl. Psychol.*, 1953, 37, 391-393.—To test the effect of variation in one partner's prestige on the interaction of observer pairs, three equated groups of 10 Ss were given the Meier Art Judgment Test twice. In the first administration, each S took the test alone. In the second administration, Group I Ss took it alone, each S in group II with a partner introduced as a fellow student, and each S in group III with a partner introduced as an "art expert." The partner in all cases made the "wrong" choice. "Degree of social influence was measured by shift in frequency of wrong judgments. . . . the judgments were affected. . . . and. . . this effect was a positive function of the partner's prestige."—(P. Ash)

690. Medalia, Nahum Z. (U. Washington, Seattle.) *Unit size and leadership perception*. *Sociometry*, 1954, 17, 64-67.—An evaluation is made of the relation of group size to the human quality of supervision, based on a survey of fifty squadrons in the Air Defense Command. "It appears that administrators can influence the perception that followers will have of their unit leaders, by manipulating the size alone of these units."—(V. Johnson)

691. Meerloo, Joost A. M. *Pavlovian strategy as a weapon of menticide*. *Amer. J. Psychiat.*, 1954, 110, 809-813.—The fatal use of Pavlovian findings as exposed in the process of brainwashing and menticide in totalitarian states is discussed.—(N. H. Pronko)

692. Miller, Paul Ausborn. *A comparative analysis of the decision-making process in community or-*



ganization toward major health goals. *Dissertation Abstr.*, 1954, 14, 566.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

693. **Niederland, William G.** *Jacob's dream with some remarks on ladder and river symbolism.* *J. Hill-side Hosp.*, 1954, 3, 73-97.—The story of the twins, Jacob and Esau, in the Old Testament is extensively interpreted from the psychoanalytic viewpoint with special consideration of Jacob's ladder dream. The symbolism of "ladder" and "river" receives special comment. 17 references.—(C. T. Bever)

694. **O'Connor, Roderick Francis.** *The consistency of social conformity behavior.* *Dissertation Abstr.*, 1954, 14, 561-562.—Abstract of Ph.D. thesis, 1953, Vanderbilt U.

695. **Oldendorff, A.** *De psychologie van het sociale leven.* (Psychology of social life.) Utrecht: Bijleveld, 1953. 188 p.—A survey of modern social psychology; American investigations, social psychological and sociological studies.—(Courtesy *Ned. Tijdschr. Psychol.*)

696. **Pascual del Roncal, Federico.** *Mental hygiene of immigrants and displaced persons.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 241-250.—An analysis is made of types of emigration from the mental hygiene viewpoint, psychological phases through which the immigrant passes, his psychosocial adaptation to the country of adoption, psychopathology of the emigrant and his mental hygiene.—(N. H. Pronko)

697. **Portmann, Adolf.** *Das Tier als soziales Wesen.* (The animal as a social being.) Zürich: Rhein-Verlag, 1953. 379 p. Sfr. 18.50.—The task of this book is to show in how high degree all higher animal life is "social." The author takes into account the most recent research in the field and discusses in turn the change in methods and aims of the study of social behavior of animals, which took place since Fabre's days, forms of social life, organs of communication, instinct, mood, the stimulus value of visual forms, social life as a term in the preservation of a species, social life and the individual, the significance of rituals. First chapter of the book is devoted to the world of dragonfly, last to the lyre-bird. Many references.—(M. Choynowski)

698. **Robb, J. H.** *The contribution of psychopathology to sociology.* *Sociol. Rev.*, 1952, 44(4), 20 p.—The author defines sociology as "the study of society, and of social systems and groups within the society, with the emphasis on the total group or system and not on the individuals composing it" and psychopathology as "the study of the psychological basis of behaviour which is considered by society to be abnormal, and especially those aspects which are not subject to conscious and rational explanation and control," and having discussed various psychopathological theories from the point of view of their sociological interest concludes that "the contribution of psychopathology to sociology is potential rather than actual." Numerous references.—(M. Choynowski)

699. **Rudnor, Richard S.** (Tufts Coll., Medford, Mass.) *Philosophy and social science.* *Phil. Sci.*, 1954, 21, 164-168.—A discussion of Brodbeck's paper on Hayek. (See 29: 656.)—(H. Ruja)

700. **Siegel, Sidney.** *Certain determinants and correlates of authoritarianism.* *Dissertation Abstr.*, 1954, 14, 562-563.—Abstract of Ph.D. thesis, 1954, Stanford U.

701. **Simmons, Leo W.** (Yale U., New Haven, Conn.), & **Wolff, Harold G.** *Social science in medicine.* New York: Russell Sage Foundation, 1954. 254 p. \$3.50.—The individual is considered in his three aspects—as an organism in his physical surroundings, as a group member in his society, and as a person in his culture—and relates the impact of these surroundings to health and illness. Particular reference is made to those concepts and formulations bearing directly on the problems of health. A special chapter considers the patient's stress reactions in a hospital setting. 45 page bibliography.—(E. L. Gaier)

702. **Simons, J.** *Étude des langues vivantes et compréhension internationale.* (Study of living languages and international understanding.) *Nouv. Rev. Pédag.*, 1954, 9, 335-343.—An account of a congress held at Brussels in November 1953, concerning the teaching of living languages. This congress had for its aim the problem of bilingualism in different countries and the discussion of ways of facilitating understanding among people by the teaching of languages.—(R. Piret)

703. **Solanes, José.** *Time and space in the world of emigrants.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 144-145.—Summary.

704. **Spector, Samuel Isaac.** *A study in social acceptability: the relationship between the increase of social acceptability and the increase in social expressiveness.* *Dissertation Abstr.*, 1954, 14, 276-277.—Abstract of Ph.D. thesis, 1953, New York U.

705. **Sponcer, Robert F.** (Ed.) *Method and perspective in anthropology; papers in honor of Wilson D. Wallis.* Minneapolis: University of Minnesota Press, 1954. xii, 323 p. \$4.50.—This volume was published in honor of a scholar who has himself devoted much effort to the refinement of anthropological methods, represents a long step forward toward the solution of some of the problems of methodology. The range of interest this book embodies includes such areas as archaeology, human geography, linguistics, and organization of society.—(S. B. Grey)

706. **Storoy, Alfred Wendell.** *A study of member satisfaction and types of contributions in discussion groups with responsibility-sharing leadership.* *Dissertation Abstr.*, 1954, 14, 737.—Abstract of Ph.D. thesis, 1954, U. Michigan.

707. **Stotland, Ezra.** *Poor groups and reactions to power figures.* *Dissertation Abstr.*, 1954, 14, 728.—Abstract of Ph.D. thesis, 1954, U. Michigan.

708. **Tarrant, E. Paul.** (HRRL Detachment, Stead AFB, Nev.) *Methods of conducting critiques of group problem-solving performance.* *J. appl. Psy-*

*chol.*, 1953, 37, 394-398.—Four methods of conducting critiques (reviews) of group problem-solving activities were compared: (1) unstructured non-authoritarian technique, (2) directive or expert technique, (3) self-critique, (4) structured non-authoritarian technique. Each of four groups took a group problem-solving test, followed by a critique, and then another problem-solving test. An additional control took both tests without intervening critique. Group effectiveness was evaluated by experimenter-ratings. The more highly structured critique methods were more frequently followed by greater improvement than the non-structured methods. Unstructured or self-critiques did not yield significantly better performance than no critiques. 22 references.—(P. Ash)

709. v. d. Geblentz, O. H. Zellen und Cliques. (Cells and social cliques.) *Köl. Z. Soziol.*, 1953, 5, 230-261.—The author stresses the importance for today's society of a great variety of small social groups. These develop spontaneously through the common experiences of their members who are sympathetic and loyal to each other. They can be regarded as a kind of synthesis of community and society. Their activities within the functional groups of offices, factories etc. have a regenerative effect. These "Lebensgruppen" (groups of life) as the author calls them, mean more to people in modern mass society than neighbours whom they often hardly know though they live next to them.—(M. Haas)

710. von Hentig, Hans. Die Strafe: I. Frühformen und kulturgeschichtliche Zusammenhänge. (Punishment: I. Early forms and culture-historical relationships.) Berlin: Springer, 1954. v, 429 pages, DM 36.60.—This is the first of two volumes which deal systematically with the problem of punishment, with special emphasis on religious, ethnological, and historical data as well as folklore. The volume is divided into two parts, sociological variations of punishment, and mechanical variations. Six chapters deal with objects of punishment, punishing agencies, and forms of punishment. Capital punishment is given comprehensive treatment. The second volume will deal specifically with modern forms of punishment.—(H. H. Strupp)

711. Walker, Alan McNaught. The influence of self-other orientations on attitudes toward atomic energy. *Dissertation Abstr.*, 1954, 14, 729-730.—Abstract of Ph.D. thesis, 1954, U. Michigan.

712. Warner, W. Lloyd. (U. Chicago, Ill.) The significance of caste and class in a democracy. *Proc. nat. Conf. soc. Wk.*, 1953, 289-302.—The concepts of caste and class in America as developed by Warner and his associates are described. An understanding of these concepts will contribute to a clearer understanding of why Americans act as they do.—(L. B. Costin)

713. Wayland, Sloan. (Teachers Coll., Columbia U., New York.) Functional roles of small groups in large social systems. *Teach. Coll. Rec.*, 1954, 55, 359-368.—Some of the central areas of concern of the sociologists in small group study are described,

and some of the problems for education growing out of such an examination are indicated. Although many such problems have been studied, additional work is needed, especially when the values of small group experience have been altered, bringing changes in the nature of a society.—(G. E. Bird)

714. White, Martha Frances Sturm. Attitude change as related to perceived group consensus. *Dissertation Abstr.*, 1954, 14, 730.—Abstract of Ph.D. thesis, 1954, U. Michigan.

715. Willerman, Ben. (U. Minnesota, Minneapolis.) The relation of motivation and skill to active and passive participation in the group. *J. appl. Psychol.*, 1953, 37, 387-390.—The hypotheses were tested "that active and passive participation in the organizational functions of a group were related [1] to motivation to belong to the particular group, [2] to general tendencies to be oriented toward participating in groups, and [3] to skill in performing the tasks required by the organization." Forty-one "active" and 37 "passive" members from 19 sororities were selected by the nomination technique, and self-ratings, test scores, and sociometrics were collected on both groups. In general, the findings were interpreted to support the hypotheses advanced.—(P. Ash)

716. Wolff, Robert Jan. The value of member contributions as a determinant of attraction to a group. *Dissertation Abstr.*, 1954, 14, 730-731.—Abstract of Ph.D. thesis, 1954, U. Michigan.

717. Wolman, B. (Columbia U., New York.) Gish tarbutithetvratit bapsihoanaliza. (Cultural-social approach in psychoanalysis.) *Habibub.* 1952/53, 25, 225-234.—Experimental and anthropological studies endeavored to scrutinize Freud's findings, but without crucial evidence. More has been done by culturally minded psychoanalysts, first of all by K. Horney. She shifted the focal point from the biological minded explanation to a socio-cultural one. According to Horney, neuroses are not product of inner development, fixation or regression, but results of socio-cultural factors and conditions. Although she rejects Freud's central ideas, she asserts that she remains psychoanalyst.—(H. Ormian)

718. Yablonsky, Lewis. (Moreno Institute, New York.) An operational theory of roles. *Sociometry*, 1953, 16, 349-354.—This paper attempts to develop an operational theory for the empirical analysis of roles, based on Moreno's doctrine of spontaneity. Fundamental conceptions include warm-up in interaction, spontaneity, creativity, and the role conserve. Following these constructs in evaluating a role offers a conceptually precise evaluation of what is involved in its activation.—(V. Johnson)

(See also abstracts 535, 580, 590, 858, 1487)

#### METHODS & MEASUREMENTS

719. Bennett, John W. (Ohio State U., Columbus.) Interdisciplinary research and the concept of culture. *Amer. Anthropol.*, 1954, 56, 169-179.—Basing his observations on his own experiences in interdisciplinary

research and teaching, the author discusses some consequences which the growing movement for unity and coöperation among the social sciences has for cultural anthropology.—(W. E. Galt)

720. Bjerstedt, Åke. (U. Lund, Sweden.) **Some examples of the possibility of using structural formalizations in sociometric analysis.** *Sociometry*, 1954, 17, 68-76.—A discussion is presented of the avoiding of ambiguous expression of everyday language and substituting formalizations in sociometric analysis. A series of symbols is suggested which are suited to sociometric data, so that complex relations may be briefly and precisely expressed. "The formalization in the present paper gives a test-proximal description in terms of momentary structure. This is intended to form the empirical basis, upon which interpretations and predictions then may be founded." 26 references.—(V. Johnson)

721. Blake, Robert R. (U. Texas, Austin.), & Brehm, Jack W. **The use of tape recording to simulate a group atmosphere.** *J. abnorm. soc. Psychol.*, 1954, 49, 311-313.—"The present study explores the possibility that tape recordings can be used to communicate to a test subject the experience that he is a participating member of a social group.... In this study a group frame of reference was created for the autokinetic effect solely by auditory stimulation. The reports of all 'other' Ss were recorded and communicated to the critical S over headphones."—(L. N. Solomon)

722. Borgatta, Edgar F. (Harvard U., Cambridge, Mass.) **Analysis of social interaction and sociometric perception.** *Sociometry*, 1954, 17, 7-32.—A research study is reported in which 4 indices of affective relationship and two of leadership were devised: positive expansiveness, confidence, popularity, rated expansiveness, leadership rating, leadership self-rating. "The measures of sociometric choice and sociometric leadership corroborated results reported in the literature. A strong relationship was found between the tendency to choose and the tendency to expect to be chosen. No appreciable relationship was found between popularity and the tendency to choose. A significant relationship was found between popularity and the expectancy that one will be chosen." 31 references.—(V. Johnson)

723. Buckle, Donald. **Research in institutions: a note on the problem of entry.** *Aust. J. Psychol.*, 1953, 5, 86-89.—Whenever an observer enters a group a heightening of tension occurs followed by a readjustment. The observer, therefore, sees a group which is different from what it was before his interference. The author discusses the implications of this fact and describes methods for coping with it.—(P. E. Lichtenstein)

724. Gallup, George. **The future direction of election polling.** *Publ. Opin. Quart.*, 1953, 17, 202-207.—The technique of "pinpoint" or "precinct" sampling is described in detail, with data from several pre-election polls. Four reasons are cited for the effectiveness of the technique.—(H. W. Riecken)

725. Gewirth, Alan. (U. Chicago, Ill.) **Subjectivism in the social sciences.** *Phil. Sci.*, 1954, 21, 157-163.—In dealing with normative problems of the social sciences, purely linguistic problems should be separated from those which are non-linguistic, each science should be studied in its own terms, and those interpretations of subject-matter or method are to be rejected which make continued inquiry fruitless or impossible. These methodological considerations are applied to the questions: Is the subject-matter of the social sciences subjective? Are the methods of the social sciences subjective? The author explicates the senses in which they are and the senses in which they are not subjective.—(H. Ruja)

726. Gillin, John. (U. North Carolina, Chapel Hill.) **Methods of approach to the study of human behavior.** In Hsu, Culture and personality, (see 29: 535), 3-28.—The sciences concerned with human behavior must use "empirically verifiable logico-deductive-empirical theoretical formulation" to provide precision and rigor in their scientific study, and to facilitate intercommunication among different disciplines. A possible method of integrating the work of different scientific fields is outlined. Discussion by Thomas M. French.—(C. M. Louttit)

727. Jones, Robert L., & Beldo, Leslie A. **Methodological improvements in readership data gathering.** *Journalism Quart.*, 1953, 30, 345-353.

728. Karcher, E. Kenneth, Jr. **A perceptual component approach to the analysis of leadership and organizational positions.** *Univ. N. C. Rec.*, 1953, No. 520, 283-284.—Abstract of Ph.D. thesis.

729. Klineberg, Otto. (Columbia U., New York.) **How far can the society and culture of a people be gauged through their personality characteristics?** In Hsu, Culture and personality, (see 29: 535), 29-42.—Anthropological study concerned with culture and personality relations must not lose sight of the individual and his variations. Further, the methodology of anthropological investigations must have reliability and validity, i.e. field investigations must be replicable with similar results, and they must produce the kind of information required. Discussion by Oscar Lewis.—(C. M. Louttit)

730. Lee, Alfred McClung. (Brooklyn Coll., N.Y.) **Richtmassen und ethische Grundsätze in der soziologischen Forschung.** (Standards and ethical principles in social research.) *Köl. Z. Soziol.*, 1952/53, 5, 401-411.—Ethical standards in social research practice have become a subject of serious discussion in newspapers, journals and magazines. Sociologists should establish a code of ethical principles required of the members of their profession in a way similar to that developed by the A.P.A. for psychologists. For that purpose the various duties and privileges of social research scientists are discussed. In the future sociologists can expect to be even more exposed to control and criticism than psychologists. The destruction menacing the true scientific spirit from the money-minded managers must be avoided. 15 references.—(M. Haas)



731. **Lindzey, Gardner, & Urdan, James A.** (Harvard U., Cambridge, Mass.) **Personality and social choice.** *Sociometry*, 1954, 17, 47-63.—"The purpose of this study was to relate selected personality variables to social status, clique structure, choice patterns existing between pairs of individuals. Further, we wished to determine which of several kinds of personality data related most closely to these group phenomena and which of several techniques were most fruitful for the analysis of sociometric data. Working hypothesis, procedure, sociometric measure, personality measures, administration, analysis of data and relation to sociometric findings, and results are reported. 17 references.—(V. Johnson)
732. **Maisonneuve, Jean.** (U. Paris, France.) **A contribution to the sociometry of mutual choices.** *Sociometry*, 1954, 17, 33-46.—A research technique is reported in which characterization within a small group is studied as a function of the affective status of the members of the group, and mutual choices are examined to discover whether "pairs of friends" appear in proximate personality areas. A sociometric questionnaire and a rating scale are reproduced. Conclusions indicated that people who are attributed similar profiles tend to mutually choose each other; and some socio-affective gravitation factors seem to be related to the characterization of others as for example isolation usually goes with attribution of a marginal profile and most popular subjects tend to mutually attract each other and to be characterized in a fairly similar manner.—(V. Johnson)
733. **Manzel, Herbert.** (Columbia U., New York.) **A new coefficient for scalogram analysis.** *Publ. Opin. Quart.*, 1953, 17, 268-280.—Because the value of Guttman's coefficient of reproducibility depends not only on scalability but also on extremeness of items and extremeness of individuals, a new index, called the Coefficient of Scalability is suggested. Hypothetical illustrations and computational formulae introduce the new coefficient, which is then applied to selected empirical illustrations from vol. 4, Measurement and Prediction, of "Studies in Social Psychology in World War II." The obtained values of the Coefficient of Scalability are always lower than those of the coefficient of reproducibility in these examples. Detailed discussion of the characteristics and advantages of the new coefficient includes consideration of the need for a new "level of acceptance." 18 references.—(H. W. Riecken)
734. **Moreno, J. L.** **Les fondements de la sociométrie; extraits de la préface à l'édition française.** (Foundations of sociometry; extracts from the preface to the French edition.) *Cah. Int. Sociol.*, 1953, 14, 3-29.
735. **Price, Warren C.** **What daily news executives think of public opinion polls.** *Journalism Quart.*, 1953, 30, 287-299.
736. **Rommers, H. H., & Kirk, R. Bruce.** (Purdue U., Lafayette, Ind.) **Scalability and validity of the socio-economic status items of the Purdue Opinion Poll.** *J. appl. Psychol.*, 1953, 37, 384-386.—Two independent random samples of 100 cases yielded the finding that the items comprising the Socio-economic Status Index used by the Purdue Poll is scalable in the Guttman sense. The responses to a checklist of 300 personal problems items by a group of 646 "high status" HS students was compared with the responses of a group of 1809 "low status" students. The groups differed significantly on 39 items. It was concluded that the Status Index "... is valid in that it correlates significantly with individual problems reported by ... HS pupils."—(P. Ash)
737. **Riley, Matilda White, Riley, John W., Jr., & Toby, Jackson.** (Rutgers U., New Brunswick, N. J.) **Sociological studies in scale analysis.** New Brunswick: Rutgers University Press, 1954. xii, 433 p. \$6.00.—A description of some of the experiences of the Rutgers Research Group, this book shows how the Guttman scale "has been adapted to deal with a range of theoretical problems." In addition to the chapters of the authors, there are contributions by M. L. Toby, R. Cohn, H. C. Bredemeier, U. G. Foa, R. N. Ford, M. Moore, S. A. Stouffer, E. F. Borgatta, D. G. Hays, A. F. Henry, P. Fine, and L. Guttman.—(P. Ratoosh)
738. **Rychliński, Stanisław.** **Lustracje społeczne.** (Social surveys.) Łódź: Polski Inst. Stuzby Społ., 1947. 112 p.—First part of this book is devoted to the "Environment and social work," second to the presentation of the method of social surveys, including the planning and preparation, observation, interview and questionnaire.—(M. Chojnowski)
739. **Seudder, Richard, & Anderson, C. Arnold.** **The relation of being known to status rating.** *Sociol. Soc. Res.*, 1954, 38, 239-241.—The basic problem in prestige rating is to procure suitable judges. The study compares a group of well-known families with a group of poorly known families for length of residence in the community and scores on four status indices. One hundred families in each group were given the ratings. Results of the study are given in detail.—(S. M. Amatora)
740. **Stern, Eric, & Keller, Suzanne.** **Spontaneous group references in France.** *Publ. Opin. Quart.*, 1953, 17, 208-217.—This attempt to develop reference group theory draws upon a content analysis of 198 unstructured interviews with a cross-section of the French population. The focus of questioning was the idea of "standard of living." Findings of this study are the frequency and nature of references to various kinds of groups. There are also data on income aspirations and levels, examined in connection with number of group references. Implications of the findings for reference group theory are examined.—(H. W. Riecken)
741. **Weisser, Gerhard.** **Soziographie und theoretische Sozialforschung; eine Thesenfolge.** (Sociography and theoretical social research; a series of theses.) *Köl. Z. Soziol.*, 1952/53, 5, 412-414.—In 10 theses the importance and limitations of the sociographic method in the social sciences are dis-

research and teaching, the author discusses some consequences which the growing movement for unity and coöperation among the social sciences has for cultural anthropology.—(W. E. Galt)

720. Bjerstedt, Åke. (U. Lund, Sweden.) *Some examples of the possibility of using structural formalizations in sociometric analysis.* *Sociometry*, 1954, 17, 68-76.—A discussion is presented of the avoiding of ambiguous expression of everyday language and substituting formalizations in sociometric analysis. A series of symbols is suggested which are suited to sociometric data, so that complex relations may be briefly and precisely expressed. "The formalization in the present paper gives a test-proximal description in terms of momentary structure. This is intended to form the empirical basis, upon which interpretations and predictions then may be founded." 26 references.—(V. Johnson)

721. Blake, Robert R. (U. Texas, Austin.), & Brehm, Jack W. *The use of tape recording to simulate a group atmosphere.* *J. abnorm. soc. Psychol.*, 1954, 49, 311-313.—"The present study explores the possibility that tape recordings can be used to communicate to a test subject the experience that he is a participating member of a social group.... In this study a group frame of reference was created for the autokinetic effect solely by auditory stimulation. The reports of all 'other' Ss were recorded and communicated to the critical S over headphones."—(L. N. Solomon)

722. Borgatta, Edgar F. (Harvard U., Cambridge, Mass.) *Analysis of social interaction and sociometric perception.* *Sociometry*, 1954, 17, 7-32.—A research study is reported in which 4 indices of affective relationship and two of leadership were devised: positive expansiveness, confidence, popularity, rated expansiveness, leadership rating, leadership self-rating. "The measures of sociometric choice and sociometric leadership corroborated results reported in the literature. A strong relationship was found between the tendency to choose and the tendency to expect to be chosen. No appreciable relationship was found between popularity and the tendency to choose. A significant relationship was found between popularity and the expectancy that one will be chosen." 31 references.—(V. Johnson)

723. Buckle, Donald. *Research in institutions: a note on the problem of entry.* *Aust. J. Psychol.*, 1953, 5, 86-89.—Whenever an observer enters a group a heightening of tension occurs followed by a readjustment. The observer, therefore, sees a group which is different from what it was before his interference. The author discusses the implications of this fact and describes methods for coping with it.—(P. E. Lichtenstein)

724. Gallup, George. *The future direction of election polling.* *Publ. Opin. Quart.*, 1953, 17, 202-207.—The technique of "pinpoint" or "precinct" sampling is described in detail, with data from several pre-election polls. Four reasons are cited for the effectiveness of the technique.—(H. W. Riecken)

725. Gwirth, Alan. (U. Chicago, Ill.) *Subjectivism in the social sciences.* *Phil. Sci.*, 1954, 21, 157-163.—In dealing with normative problems of the social sciences, purely linguistic problems should be separated from those which are non-linguistic, each science should be studied in its own terms, and those interpretations of subject-matter or method are to be rejected which make continued inquiry fruitless or impossible. These methodological considerations are applied to the questions: Is the subject-matter of the social sciences subjective? Are the methods of the social sciences subjective? The author explicates the senses in which they are and the senses in which they are not subjective.—(H. Ruja)

726. Gillin, John. (U. North Carolina, Chapel Hill.) *Methods of approach to the study of human behavior.* In Hsu, Culture and personality, (see 29: 535), 3-28.—The sciences concerned with human behavior must use "empirically verifiable logico-deductive-empirical theoretical formulation" to provide precision and rigor in their scientific study, and to facilitate intercommunication among different disciplines. A possible method of integrating the work of different scientific fields is outlined. Discussion by Thomas M. French.—(C. M. Louttit)

727. Jones, Robert L., & Beldo, Leslie A. *Methodological improvements in readership data gathering.* *Journalism Quart.*, 1953, 30, 345-353.

728. Karcher, E. Kenneth, Jr. *A perceptual component approach to the analysis of leadership and organizational positions.* *Univ. N. C. Rec.*, 1953, No. 520, 283-284.—Abstract of Ph.D. thesis.

729. Klineberg, Otto. (Columbia U., New York.) *How far can the society and culture of a people be gauged through their personality characteristics?* In Hsu, Culture and personality, (see 29: 535), 29-42.—Anthropological study concerned with culture and personality relations must not lose sight of the individual and his variations. Further, the methodology of anthropological investigations must have reliability and validity, i.e. field investigations must be replicable with similar results, and they must produce the kind of information required. Discussion by Oscar Lewis.—(C. M. Louttit)

730. Leo, Alfred McClung. (Brooklyn Coll., N.Y.) *Richtmasse und ethische Grundsätze in der soziologischen Forschung.* (Standards and ethical principles in social research.) *Köl. Z. Soziol.*, 1952/53, 5, 401-411.—Ethical standards in social research practice have become a subject of serious discussion in newspapers, journals and magazines. Sociologists should establish a code of ethical principles required of the members of their profession in a way similar to that developed by the A.P.A. for psychologists. For that purpose the various duties and privileges of social research scientists are discussed. In the future sociologists can expect to be even more exposed to control and criticism than psychologists. The destruction menacing the true scientific spirit from the money-minded managers must be avoided. 15 references.—(M. Haas)

731. **Lindzey, Gardner, & Urdan, James A.** (Harvard U., Cambridge, Mass.) **Personality and social choice.** *Sociometry*, 1954, 17, 47-63.—"The purpose of this study was to relate selected personality variables to social status, clique structure, and choice patterns existing between pairs of individuals. Further, we wished to determine which of several kinds of personality data related most closely to these group phenomena and which of several techniques were most fruitful for the analysis of sociometric data. Working hypothesis, procedure, sociometric measure, personality measures, administration, analysis of data and relation to sociometric findings, and results are reported. 17 references.—(V. Johnson)

732. **Maisonneuve, Jean.** (U. Paris, France.) **A contribution to the sociometry of mutual choices.** *Sociometry*, 1954, 17, 33-46.—"A research technique is reported in which characterization within a small group is studied as a function of the affective status of the members of the group, and mutual choices are examined to discover whether "pairs of friends" appear in proximate personality areas. A sociometric questionnaire and a rating scale are reproduced. Conclusions indicated that people who are attributed similar profiles tend to mutually choose each other; and some socio-affective gravitation factors seem to be related to the characterization of others as for example isolation usually goes with attribution of a marginal profile and most popular subjects tend to mutually attract each other and to be characterized in a fairly similar manner.—(V. Johnson)

733. **Manzel, Herbert.** (Columbia U., New York.) **A new coefficient for scalogram analysis.** *Publ. Opin. Quart.*, 1953, 17, 268-280.—"Because the value of Guttman's coefficient of reproducibility depends not only on scalability but also on extremeness of items and extremeness of individuals, a new index, called the Coefficient of Scalability is suggested. Hypothetical illustrations and computational formulae introduce the new coefficient, which is then applied to selected empirical illustrations from vol. 4, Measurement and Prediction, of "Studies in Social Psychology in World War II." The obtained values of the Coefficient of Scalability are always lower than those of the coefficient of reproducibility in these examples. Detailed discussion of the characteristics and advantages of the new coefficient includes consideration of the need for a new "level of acceptance." 18 references.—(H. W. Riecken)

734. **Moreno, J. L.** **Les fondements de la sociométrie; extraits de la préface à l'édition française.** (Foundations of sociometry; extracts from the preface to the French edition.) *Cah. Int. Sociol.*, 1953, 14, 3-29.

735. **Price, Warren C.** **What daily news executives think of public opinion polls.** *Journalism Quart.*, 1953, 30, 287-299.

736. **Remmers, H. H., & Kirk, R. Bruce.** (Purdue U., Lafayette, Ind.) **Scalability and validity of the socio-economic status items of the Purdue Opinion**

**Poll.** *J. appl. Psychol.*, 1953, 37, 384-386.—"Two independent random samples of 100 cases yielded the finding that the items comprising the Socio-economic Status Index used by the Purdue Poll is scalable in the Guttman sense. The responses to a checklist of 300 personal problems items by a group of 646 "high status" HS students was compared with the responses of a group of 1809 "low status" students. The groups differed significantly on 39 items. It was concluded that the Status Index "...is valid in that it correlates significantly with individual problems reported by... HS pupils."—(P. Ash)

737. **Riley, Matilde White, Riley, John W., Jr., & Toby, Jackson.** (Rutgers U., New Brunswick, N. J.) **Sociological studies in scale analysis.** New Brunswick: Rutgers University Press, 1954. xii, 433 p. \$6.00.—"A description of some of the experiences of the Rutgers Research Group, this book shows how the Guttman scale "has been adapted to deal with a range of theoretical problems." In addition to the chapters of the authors, there are contributions by M. L. Toby, R. Cohn, H. C. Bredemeier, U. G. Foa, R. N. Ford, M. Moore, S. A. Stouffer, E. F. Borgatta, D. G. Hays, A. F. Henry, P. Fine, and L. Guttman.—(P. Ratoosh)

738. **Rychliński, Stanisław.** **Lustracje społeczne.** (Social surveys.) Łódź: Polski Inst. Służby Społ., 1947. 112 p.—"First part of this book is devoted to the "Environment and social work," second to the presentation of the method of social surveys, including the planning and preparation, observation, interview and questionnaire.—(M. Choynowski)

739. **Scudder, Richard, & Anderson, C. Arnold.** **The relation of being known to status ratings.** *Sociol. Soc. Res.*, 1954, 38, 239-241.—"The basic problem in prestige rating is to procure suitable judges. The study compares a group of well-known families with a group of poorly known families for length of residence in the community and scores on four status indices. One hundred families in each group were given the ratings. Results of the study are given in detail.—(S. M. Amatora)

740. **Stern, Eric, & Keller, Suzanne.** **Spontaneous group references in France.** *Publ. Opin. Quart.*, 1953, 17, 208-217.—"This attempt to develop reference group theory draws upon a content analysis of 198 unstructured interviews with a cross-section of the French population. The focus of questioning was the idea of "standard of living." Findings of this study are the frequency and nature of references to various kinds of groups. There are also data on income aspirations and levels, examined in connection with number of group references. Implications of the findings for reference group theory are examined.—(H. W. Riecken)

741. **Weisser, Gerhard.** **Soziographie und theoretische Sozialforschung; eine Thesenfolge.** (Sociography and theoretical social research; a series of theses.) *Köl. Z. Soziol.*, 1952/53, 5, 412-414.—"In 10 theses the importance and limitations of the sociographic method in the social sciences are dis-



cussed. Empirical facts, however carefully collected, need explanation and interpretation. What is needed above all today is the correct selection and formulation of research problems. It cannot be said that the majority of German scientists deny the importance of sociographic methods. The various schools of sociology should unite their efforts to build up a normative system of society.—(M. Haas)

(See also abstracts 57, 88)

#### CULTURES & CULTURAL RELATIONS

742. **Bernes, J. A.** *Class and committees in a Norwegian island parish.* *Hum. Relat.*, 1954, 7, 39-58.—The network of personal and institutional relations in a small, stable community was studied. A number of problems are discussed in terms of the community's characteristics: logic of class and status concepts, cooperative activity, voting behavior, control techniques and relation to the Norwegian State. There is no description of field techniques.—(R. A. Littman)

743. **Bois, Georges.** *Témoignages d'extrême-orientaux sur la psychologie de la colonisation.* (Testimonies from extreme orientals on the psychology of colonisation.) *Rev. Psychol. Peuples*, 1953, 8, 378-401.—This evidence reveals types of reactions of far-eastern peoples observed after contacts with occidentals. Traditional qualities are also mentioned. The Vietnamiens, Koreans, Japanese, Chinese and Madagascan peoples are discussed in terms of personality characteristics.—(H. L. Latham)

744. **Bose, Fritz.** *Messbare Rassenunterschiede in der Musik.* (Measurable racial differences in music.) *Homo*, 1951, 2, 147-158.—Music and language can only be regarded as racially bound with regard to style of tone i.e. timbre of voice and style of execution. Both also are open to exact measuring, while the other musical peculiarities of individual races cannot be regarded as heredity-bound, or as independent of the surrounding world.—(P. L. Krieger)

745. **Bourguignon, Erika E.** (Ohio State U., Columbus.) *Dream and dream interpretation in Haiti.* *Amer. Anthropol.*, 1954, 56, 262-268.—It appears that dreaming is a universal human characteristic but that dreams have different degrees of importance and reality, and are interpreted differently in different cultures. Among the Haitian peasants dreams are considered to be on the same level of reality as waking experiences. They serve the function of validating belief in the gods and of establishing communion with them.—(W. E. Galt)

746. **Bruchfield, F. Oliver.** (U. Andes, Merida, Ven.) *Los Venezolánicos vos por eux-mêmes.* (The Venezuelans seen by themselves.) *Rev. Psychol. Peuples*, 1953, 8, 331-361.—Attitudes tend to be extreme, positive or negative, with few persons choosing a neutral position. Persons of Spanish origin tend to depreciate their own group. Yet they are proud of Venezuela. They will discuss at length the weaknesses of national character and the faults of govern-

ment structure. Newcomers regard Venezuelans as timid, victims of an unconscious guilt. A student of social psychology of these people must be familiar with the mentality of the people in Spain as a background.—(H. L. Latham)

747. **Carpenter, Edmund S.** *Eternal life and self-definition among the Aivilik eskimos.* *Amer. J. Psychiat.*, 1954, 110, 840-843.—Belief in immortality and reincarnation among the Aivilik eskimos is discussed, particularly as it is affected by elements from Christian theology.—(N. H. Pronko)

748. **Dwyer, Robert J.** (Montana State U., Missoula.) *The Negro in the United States army.* *Sociol. soc. Res.*, 1953, 38, 103-112.—The discussion is based on statistics viewing the Negro historically in his role as a defender of the American democracy, with reference to three periods: 1775 to World War I, World War I to Pearl Harbor, and World War II. The author states that the changing patterns of Negro-white relationships in a segment of society, a military institution, suggests two hypotheses: (1) When non-segregation and non-discrimination are sanctioned and enforced by law, the pattern is generally accepted by the community group; (2) When Negro-white intermingling occurs and when relationships are on a non-segregated basis, there is no perceptible increase in friction or overt antagonisms, but rather a tendency toward the establishment of attitudes of mutual acceptance on the basis of individual personality and merit.—(S. M. Amatora)

749. **Hart, C. W. M.** (U. Wisconsin, Madison.) *The sons of Turimpl.* *Amer. Anthropol.*, 1954, 56, 242-261.—Observations on variations in personalities of five brothers of the Tiwi tribe, made in the course of a field study of Australian aborigines on Melville and Bathurst Islands, are not in agreement with one of the cardinal principles of the personality and culture movement in anthropology, namely, that there is limited range of variation in the personalities of natives belonging to the same primitive society. Sketches of the five brothers are included which indicate how widely they differ in such traits as aggressiveness, decisiveness, popularity, introversion-extroversion.—(W. E. Galt)

750. **Hout, Thomas Ford.** (Wayne U., Detroit, Mich.) *Native New Mexicans and interethnic accommodation.* *Sociol. soc. Res.*, 1954, 38, 233-238.—A stratified sample, totaling 174 usable cases, from the city of Portales in New Mexico was chosen to represent the seven basic economic areas of a city. Five interviewers distributed schedules personally to all respondents. An abbreviated and amended version of the revised Bogardus Social Distance Scale was used. Respondents recorded their views toward six groups only: Negroes, Jews, Japanese-Americans, Mexican-Americans, American Indians, and Canadians. The results of the study employed tentative evidence to support the conclusion that although it may not be possible to say that New Mexico, as a state, is a potential bridge for inter-American ethnic accommoda-

tion, native New Mexicans and relatively long resident non-natives may fulfill this role.—(S. M. Amatora)

751. **Just, Lee R.** *A study of Mennonite social distance reactions.* *Sociol. soc. Res.*, 1954, 38, 222-226.—Three social distance scales were prepared and administered to 1713 Mennonite students. These included three distinct Mennonite branches. 8 findings are enumerated and discussed, together with suggestions for further research in this area.—(S. M. Amatora)

752. **Keiter, Friedrich.** *Umriss einer Theorie des Kulturuntergangs.* (Outlines of a theory of the decline of cultures.) *Köl. Z. Soziol.*, 1952/53, 5, 432-438.—Personal experiences of cultural decline are often not based on objective facts but on emotions or subjective viewpoints. Objectively seen, the total balance of cultural history has been positive. A correct judgment of the historic process must be based on the combined considerations of forms and forces in history. The causes for the decline of cultures can be found either in the supposition that a chain of events leads each culture inevitably to the end of its dialectic destiny, or in the supposition of an "insufficient Darwinistic-selective stability" of higher forms of culture in their struggle for existence. The various forms of this instability are discussed from the sociological as well as from the psychological viewpoint. A single cultural formation may perish, but culture in general will grow and increase.—(M. Haas)

753. **Keiter, Friedrich.** *Zum Problem des Volkscharakters.* (The problem of national character.) *Köl. Z. Soziol.*, 1953, 5, 285-297.—The various factors that enter into the formation of national characteristics are discussed. There is a difference in the behavior of an individual as he acts in public, conscious of being a representative of his nation, and as he acts in his private life. Naive behavior is contrasted with the reflected type, and peripheral traits with central ones. The three approaches in research on these problems are: the cultural, the constitutional (anthropological), and the empirical.—(M. Haas)

754. **Klineberg, Otto.** *Mental health and race relations.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 74-81.—Studies are reviewed which throw light on the intra-national and international effects of prejudice and on those who are prejudiced as well as victims of prejudice particularly with respect to mental health.—(N. H. Pronko)

755. **Kollvosky, Michael Edward.** *Intermarriage between divergent ethnic groups as an index of assimilation.* *Dissertation Abstr.*, 1954, 14, 565-566.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

756. **Kuhn, Manfred H.** (U. Iowa, Iowa City.) *Factors in personality: socio-cultural determinants as seen through the Amish.* In Hsu, Culture and personality, (see 29: 535), 43-65.—The Old Order Amish culture is examined in light of the self-theory of human behavior organization. Questionnaire study of Amish and non-Amish school children is analysed for

the roles they indicate in open-end questions. The Amish children indicate that they play and accept young adult roles. These roles are highly continuous throughout life; the child roles played by non-Amish children do not have such continuity. The self-structure developed gives a sustaining organization and direction to their behavior. Discussion by Charlotte G. Babcock.—(C. M. Louttit)

757. **Lessa, William A., & Spiegelman, Marvin.** *Ulithian personality as seen through ethnological materials and thematic test analysis.* *Univ. Calif. Publ. Culture Soc.*, 1954, 2, 243-301.—A specially designed series of 15 TAT cards was administered to 99 inhabitants of Ulithi Atoll, situated in the western Caroline Islands of Micronesia. Psychological and ethnological evaluations, independently written, are presented. Utility of an objective, quantitative approach to thematic data in anthropological investigation is demonstrated and certain limitations are outlined.—(A. R. Howard)

758. **Lowie, Robert H.** (U. California, Berkeley.) *Toward understanding Germany.* Chicago: University of Chicago Press, 1954. ix, 396 p. \$6.00.—A study of issues raised on Germany centering around the nature of the family, local versus national loyalties, the class system, German-Jewish relations and Nazism. Within a historical framework German attitudes on the above are uncovered and detailed, encompassing German life and culture from the death of Bach to the present. 294-item bibliography.—(S. B. Groy)

759. **McDonagh, Edward C.** (U. Southern California, Los Angeles.), & **Richards, Eugene S.** *Ethnic relations in the United States.* New York: Appleton-Century-Crofts, 1953. xiv, 396 p. \$4.00.—Ethnic relations are analyzed in terms of 4 aspects of status: social or interpersonal, educational, legal, economic. The text is divided into 3 major parts: understanding, analyzing, and improving ethnic relations. Interspersed throughout are a number of readings. The first part of the book treats the nature of ethnic groups and various considerations stemming from ethnic relations. The ethnic minorities analyzed in the second part are the Negro, (in the south, and in the north and west), Jew, Mexican, Indian, Japanese, Chinese, European immigrant. Research, programs for improving, and trends in ethnic relations constitute part three. Glossary.—(A. R. Howard)

760. **Mangin, Robert.** *Réflexions critiques sur le mémoire de M. Peyronnet.* (Critical reflections on the article by Mr. Peyronnet.) *Rev. Psychol. Peuples*, 1953, 4, 402-421.—The subject was, "What are the practical indications that should be included in the program of action derived from a knowledge of the psychology of European peoples for constructing a European federation?" Proposals for changes should originate in the peoples of each nation. Authority should not reside in a centralized super-state, but in a federalized state. Widely in Europe, group mentalities have resisted needed fusion into an efficient national mind. Can a European federation do better? Mangin

devotes eight pages to the national psychologies in Europe.—(H. L. Latham)

761. Mead, Margaret. (Ed.) *Cultural patterns and technical change*. Paris: UNESCO; New York: Columbia University Press, 1954. 348 p. \$2.50.—A UNESCO manual prepared by the World Federation for Mental Health for technical advisers and others concerned with the reduction of cultural stresses and disorganization arising from the introduction of modern technical innovations. Descriptions of the following "whole cultures" are given: Burma, Greece, the Tiv of Nigeria, Palau, and the Spanish Americans of New Mexico. Cultural problems associated with technical change are discussed for agriculture, nutrition, maternal and child care, public health, industrialization, and fundamental education. Other sections are: "Specific Mental Health Implications of Technical Change" and "Principles Involved in Developing Mental Health during Technical Change." Selected bibliography on culture change and 12-page master bibliography.—(E. W. Eng)

762. Park, Lawrence. (Pennsylvania State Coll., State College.) *Emotional needs affect relationships. Educ. Leadership*, 1953, 10, 288-292.—A study was made of the relationships between changes in emotional needs of children and changes in prejudices held by the children toward certain minority groups. After the unmet emotional needs and prejudices held by children were identified, a program was developed to help teachers implement procedures to better fulfill emotional needs. An example is given of part of a program planned for a boy with specific needs. The study showed that significant gains were made toward reducing prejudice in those cases where the school was able to provide experiences to fulfill emotional needs.—(M. Burack)

763. Phillips, Beaman Noel. *An experimental study of the effects of cooperation and competition, intelligence, and cohesiveness on the task efficiency and process behavior of small groups*. Dissertation Abstr., 1954, 14, 635.—Abstract of Ed.D. thesis, 1954, Indiana U.

764. Richards, T. W. *The Chinese in Hawaii: a Rorschach report*. In Hau, Culture and personality (see 29: 535), 67-89.—Rorschach records of 35 Chinese-American were analysed. While there were some differences in the group patterns, membership of individuals in the group could not be identified. The greatest divergence of groups is in direction of increased achromatic color, third dimension, and inanimate movement. The response patterns did not differ in any significant way from those accepted for mainland normal American groups. Discussion by Richard P. Wang.—(C. M. Louttit)

765. Shepard, Lorraine Vista. *A test of attitudes toward social intermingling of Negro and white boys in the upper elementary grades*. Dissertation Abstr., 1954, 14, 637.—Abstract of Ph.D. thesis, 1954, U. Michigan.

766. Shuey, Audrey M., King, Nancy, & Griffith, Barbara. (Randolph-Macon Woman's Coll., Lynch-

burg, Va.) *Stereotyping of Negroes and whites: an analysis of magazine pictures*. *Publ. Opin. Quart.*, 1953, 17, 281-287.—The analysis of pictures of Negroes and whites in 292 issues of 6 national magazines provided data on the occupational roles in which members of these two groups were portrayed. Both advertising and non-advertising pictures were studied. Differences between portrayed and actual occupational distributions are analyzed and discussed.—(H. W. Riecken)

767. Soothill, William Edward. *The hall of light; a study of early Chinese kinship*. New York: Philosophical Library, 1952. xxii, 289 p. \$7.50.—An examination of Chinese traditions including religion, worship, ritual, sacrifices, customs and other facets of Chinese culture which influence present-day thought and behavior of the Chinese. 39-item bibliography.—(S. B. Groy)

768. Specht, K. G. *Der Einfluss des Ortswechsels auf das Gruppenleben der Menschen*. (The influence of change of place on the group life of man.) *KBl. Z. Soziol.*, 1953, 5, 298-308.—Voluntary and enforced migrations of individuals and groups have become frequent today and a great variety of problems have arisen from them. These are discussed from the sociological point of view, and it is stated that the structure of both, the old and the new place, as well as the character of the migrating and the receiving group have to be taken into consideration, as also the circumstances that caused the change of place. Both events, the secession from the old group and the reception found in the new group are of equal importance. The special status of refugee groups must be considered. They show that the family must be regarded as the ultimate and strongest of the uniting forces in group life.—(M. Haas)

769. Spontitz, Hyman, & Rosnikoff, Philip. *The myths of Narcissus*. *Psychoanal. Rev.*, 1954, 41, 173-181.—The various Narcissus myths describe an increasing internalization and assimilation of an external object which passed the judgment of death on Narcissus because of his sexually exciting and yet frustrating and unsympathetically rejecting attitude. Both plant and myth utilize a common sensory sphere as a medium of pleasure. The most popular version of the myth reflects the tendency to internalize the aggression provoked by frustrating beauty or to conceal the destructive impulses beneath the guise of excessive self-love.—(D. Prager)

770. Sullivan, Patrick L. (V.A. Clinic, Oakland, Calif.), & Adelson, Joseph. *Ethnocentrism and misanthropy*. *J. abnorm. soc. Psychol.*, 1954, 49, 246-250.—"Twenty-nine items from existing scales of ethnic prejudice were rewritten so that the terms 'people' or 'most people' or 'humans' were substituted for the specific minorities originally designated. The scale thus constructed (termed M for misanthropy) was found to be correlated .43 (.53 when corrected for attenuation) with a 20-item version of the UC-POS scale for general ethnic intolerance. The results of the study were discussed with reference to the pos-



sible connections between prejudice and misanthropy."—(L. N. Solomon)

771. Taft, Ronald, & Bowes, A. F. **The frames of reference used by immigrant and Australian children in mutual judgments.** *Aust. J. Psychol.*, 1953, 5, 105-117.—A comparison was made between Australian and immigrant children in their use of frames of reference when they judge their own group and when they judge the other groups. The test shows that the immigrants, more strongly than the Australians, tend to allocate a different role to the two groups. The immigrants require members of their own minority group to be unobtrusive, whereas they require that members of the majority group be friendly. In spite of this significant difference, the degree of resemblance between frames of reference for the two groups is fairly high.—(P. E. Lichtenstein)

772. Zuck, Earl Robert. **Class differences in prejudice.** *Dissertation Abstr.*, 1954, 14, 392.—Abstract of Ph.D. thesis, 1953, New York U.

773. Zilboorg, Gregory. **Mental health and race relations.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 82-85.—Summary and discussion.

(See also abstracts 369, 1219, 1490, 1493)

#### SOCIAL INSTITUTIONS

774. Axelrod, Morris. **A study of formal and informal group participation in a large urban community.** *Dissertation Abstr.*, 1954, 14, 731.—Abstract of Ph.D. thesis, 1954, U. Michigan.

775. Brenner, Rose. **A study of some of the psychological factors contributing to the stability or instability of the marriages of neurotic veterans.** *Dissertation Abstr.*, 1954, 14, 630.—Abstract of Ph.D. thesis, 1953, New York U.

776. Bressler, Marvin, & Kephart, William M. (U. Pennsylvania, Philadelphia.) **Marriage and family patterns of an academic group.** *Marriage Fam. Living*, 1954, 16, 121-127.—"The present study is an attempt to delineate selected aspects of marriage and family patterns of an academic group.... The research source is the... directory, Fellows of the Social Science Research Council, 1925-1951...."—(M. M. Gillet)

777. Burgess, Ernest W. (U. Chicago, Ill.), Wallin, Paul, & Schultz, Gladys Denny. **Courtship, engagement and marriage.** Philadelphia: J. B. Lippincott Co., 1954. 444 p. \$4.95.—Results of a survey of 1,000 engaged couples and continued with 666 of the couples after they had been married for three to five years. The results show the change in the concept of marriage, effect of relaxed parental control over young people and confusion regarding sexual conduct of youth. Tests included to gauge the success of an engagement or marriage.—(S. B. Groy)

778. Campbell, Angus (U. Michigan, Ann Arbor.), Gurin, Gerald, & Miller, W. E. **The voter decides.** Evanston, Ill.: Row, Peterson, and Co., 1954. xiii, 242 p.—The behavior and attitude of the voters in the 1952 election are examined in terms of three inde-

pendent variables established for this study: party identification, candidate orientation, and issue orientation. Within this framework, the analysis has been organized to test two hypotheses: (a) the motivation of political behavior is effective in direct relation to the number of congruent forces that motivate the individual; and (b) that the effectiveness of these motivating forces is reduced if there is conflict among them. The concepts and categories of this analysis are applied to show significant similarities and contrasts with the 1948 election, and extended to other electoral decisions.—(E. L. Gaier)

779. Clippinger, John A. **Recent value research and its significance for religious psychology.** *Relig. Educ.*, 1954, 49, 204-210.—Interest in scientific study of values is traced from Hegel. Some recent findings are summarized with their implications for the psychology of personality and religion.—(G. K. Morlan)

780. Desmond, William H. (34-20 78th St., Jackson Heights 72, New York.) **On the anal origin of money.** *Amer. Imago*, 1953, 10, 375-378.—The sacred beetle was believed by the ancient Egyptians to arise from excrement alone. Worn as an amulet-signet, the scarab later played an important part in the origin of coinage. We may regard the beginning of coined money as associated with primitive anal erotic fantasies.—(W. A. Varvel)

781. de Urmoneta, Fermin. (Universidad de Barcelona, Spain.) **Psicología del gobernante.** (Psychology of the political leader.) *Rev. Psicol. gen. apl., Madrid*, 1953, 8, 33-43.—Political psychology could profit by study of Diego de Saavedra Fajardo, 17th century writer, whose exposition of the characteristics of a political leader remains a model today. 31 references.—(G. B. Strother)

782. Dinits, Simon; Dynes, Russell R., & Clarke, Alfred C. **Preferences of male or female children: traditional or affectional?** *Marriage Fam. Living*, 1954, 16, 128-130.—The study was made on the basis of a questionnaire administered to 380 university students enrolled in sociology courses.... "Results... indicate [that] an overwhelming (76.8%) majority... expressed a preference for a male child... the effect of... traditional cultural values."—(M. M. Gillet)

783. Edlin, Sara B. (Lakeview Home, Staten Island, N. Y.) **The unmarried mother in our society.** New York: Farrar, Straus and Young, 1954. 189 p. \$3.00.—Based upon the author's forty years experience at Lakeview Home, this book traces the changes through the years in the approach to the problem of the unmarried mother, and discusses "the constituent elements that enter into the problem of the unwed mother in relation to society, and the psychological maladjustment which is the source and motivation of her behavior."—(L. B. Costin)

784. Ellis, Albert. **1953 classified bibliography on marriage and family relations.** *Marriage Fam. Living*, 1954, 16, 145-161.—Bibliography.

785. Frankenstein, Carl. (Ed.) **Between past and future. Essays and studies on aspects of immigrant**

**absorption in Israel.** Jerusalem: The Henrietta Szold Foundation for Child and Youth Welfare, 1953. 335 p. —"Israel has often been called one of the most interesting and important laboratories for the study of cultural transformation. Relationships between the various members of our heterogeneous population groups... are determined by a number of factors.... Our knowledge of these factors is still scanty.... But, even the little that is known may be of interest." 13 papers deal with sociological, psychological, historical and pedagogical aspects of the process of absorption; some of them were abstracted here (see 27: 1899, 1904, 3416; 28: 2346, 2492).—(H. Ormian)

786. **Freeman, Howard E.** (Washington Public Opinion Laboratory, Seattle.) **A note on the prediction of who votes.** *Publ. Opin. Quart.*, 1953, 17, 288-292. —Data on voting intentions and on voting behavior collected by reinterviewing respondents after the 1950 elections in four states suggest a substantial relationship between voting and interest in the election (as measured by a 4 item Guttman scale); registration; and willingness to be reinterviewed on the "second wave." A set of weights for the several revised scale types is suggested.—(H. W. Riecken)

787. **Frumkin, Robert M.** (Ohio State U., Columbus.) **A use of imaginative reconstruction in the indirect assessment of marital adjustment.** *Sociol. soc. Res.*, 1953, 38, 84-88.—The Kirkpatrick Scale of Family Interests and the Burgess Marriage Adjustment Form were administered to 107 married couples. The author concludes that his findings suggest that marital adjustment may be assessed by indirect as well as current direct methods. A more indirect type of instrument warrants further research and development because (1) it is not open to the intruding variables which direct scales are open to, (2) it is easier to administer, (3) it is easier to score.—(S. M. Amators)

788. **Gilmore, Harlan W.** (Tulane U., New Orleans, La.) **Transportation and the growth of cities.** Glencoe, Ill.: Free Press, 1953. vi, 170 p. \$3.00.—To be realistic, community classification must be done on the basis of a combination of economic and social functions. According to this thesis the functions which a specific community performs depend (1) on the type of economic and social system of which it is a part, and (2) on the role it plays in the division of labor in that system. A scheme is proposed for classifying socio-economic systems, followed by the proposal of a set of hypotheses regarding the division of functions by communities in the several social systems. It is suggested that transportation systems are a better key to socio-economic systems than social scientists have recognized. 157-item bibliography.—(E. L. Gaier)

789. **Goldman, Aaron Harold.** **A comparative study of selected aspects of intra-familial understanding: a study based on predictions made by fathers, mothers and their adolescent children concerning one another's responses to an orally presented question-**

**naire.** *Dissertation Abstr.*, 1954, 14, 720.—Abstract of Ph.D. thesis, 1953, New York U.

790. **Gomburg, M. Robert.** (Jewish Family Service of New York.) **Strengthening family life through social work.** *Proc. nat. Conf. soc. Wk.*, 1953, 171-182.—(See 28: 4222.)

791. **Grace, Harry T.** (Michigan State Coll., E. Lansing.), & **Grace, Gloria.** **Comparative foundations for peace education.** *Autonomous Groups Bull.*, 1953, 8(3), 3-20.—The concept of peace is analyzed in terms of the notions of authority relations, tension reduction and character structure. Peace is described as an active process rather than the absence of conflict; it is a condition in which tension is regularly reduced not one where tension is absent.—(R. A. Littman)

792. **Griffiths, William.** (U. California, Berkeley.) **Changing family health patterns: a review of recent research.** *J. Home Econ.*, 1954, 46, 13-16.—Recent findings of social psychology, sociology, and cultural anthropology upon processes of changing behavior with respect to family health are reviewed. Implications for health practices are drawn from experiments on methods of changing food habits, effects of group decision upon obesity, and effects of cultural values and status differentials. "To change people's health practices we must first gain a knowledge and understanding of their beliefs, attitudes, and behavior." 30 references.—(J. Elinson)

793. **Isambert, François-André.** **Classes sociales et pratique religieuse paroissiale. (Réflexions sur une enquête.)** (Social classes and parochial religious practice. (Reflections on an investigation.)) *Cah. Int. Sociol.*, 1953, 14, 141-153.

794. **Janowitz, Morris, & Marvick, Dwayne.** **Authoritarianism and political behavior.** *Publ. Opin. Quart.*, 1953, 17, 185-201.—In order to investigate the relative incidence of authoritarianism and its connection with political behavior and attitudes, the authors administered a six-item adaptation of the F-scale to two nation-wide samples of American adults, totalling 1470 cases. The scale was adapted from F. Sanford's battery, and focussed on the dimensions: "authoritarian submission" and "power and toughness." The distribution of authoritarianism by age, social class, education, isolationism-interventionism, voting or non-voting in the 1948 Presidential election, and candidate preference is reported. The authors found that "in every single relevant social relationship the findings based on the second sample population confirmed the conclusions based on the first sample population."—(H. W. Riecken)

795. **Johnson, Arthur LeVern.** **A study of the applicability of selected marital success criteria in certain population groups.** *Dissertation Abstr.*, 1954, 14, 567.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

796. **Josselyn, Irene M.** (Institute for Psychoanalysis, Chicago, Ill.) **The family as a psychological unit.** *Proc. nat. Conf. soc. Wk.*, 1953, 183-197.—(See 28: 4225.)

797. Kontner, John F., & Kiser, Clyde V. **Social and psychological factors affecting fertility. The interrelation of fertility, fertility planning and intergenerational social mobility.** *Milbank mem. Fd Quart.*, 1954, 32, 969-1003.—"The aim of this study is to determine whether intergenerational mobility is a significant principle... in reproductive behavior.... Mobile couples... generally have lower birth rates.... Couples of upward mobility (occupational or educationally) being more effective in fertility planning.... Greater regularity of conception among upwardly mobile couples."—(M. M. Gillet)

798. Kijm, J. M. **De katholieke godsdienst en de complexe psychologie van C. G. Jung.** (The Catholic religion and the complex psychology of C. G. Jung.) *Gaudein*, 1952-1953, 1, 39-49.—Jung sees in Christendom a symbol-world which is eminently suited to guide a man to self-realisation, because this symbol-world is focussed on the archetypal structure of the unconscious. The symbolism of his religion has however for the Catholic a different primary significance which is God-given. Yet since a symbol can have more than one meaning one need not reject Jung's view. Jung's psychology proves that the Catholic symbolism fits the archetypal structure of man, although his psychology owing to its empirical methods cannot be considered as being a psychology of religion, for a psychology of religion must commence with a phenomenological investigation.—(H. P. M. van den Hout)

799. La Barra, Weston. (Duke U., Durham, N. C.) **Cynosures (points de mire) et structures sociales.** (Cynosures (points for observation) and social structures.) *Rev. Psychol. Peuples*, 1953, 8, 362-377.—Among other cynosures in the United States he mentions young people of marriageable age. Objects of popular attention change during a war. Female narcissism in respect to dress is tolerated when the trend would be criticised if appearing among males. Several cynosures may coexist in any society: children in a special district, graduates of a particular college, a family with fabulous wealth, or a small group of physicians. This study has covered several areas of the world, with several types of cynosures mentioned.—(H. L. Latham)

800. Landis, Paul H. **Your marriage and family living.** (2nd ed.) New York: McGraw-Hill, 1954. xi, 388 p. \$3.20.—Living conditions have gradually changed the relationship between husband and wife. "Today's couple want to find in one another a real love, lasting affection, companionship, respect, and happiness.... The parent-child relation now is more personal... than ever before.... Men and women... understand each other better" despite their differences, psychological, physiological and emotional. Today "our ideal is sex equality," possible to mature human beings. To this end dating is important, the age at marriage, and the length of the engagement, too. At best "marriage is an adjustment" and parenthood "is an important step in growing up." (See 21: 2393.)—(M. M. Gillet)

801. Lindner, Robert M. **Political creed and character.** *Psychoanalysis*, 1953, 2(2), 10-33.—The mystery of communism's amazing appeal can be solved only by psychology. The parallels between the biography of Marxism and that of the great religions are inescapable. Communism has a point-to-point correspondence with every great theological system, and the former appeared at a time when every great religion was showing the serious symptoms of bankruptcy. Communists substitute the Party for their neurosis either because it represents a defense against the neurosis or actually replaces it. Fascism requires psychopaths and a Leader who is necessarily psychopathic. There is a latent psychopathy in the human race that is capable, under suitable circumstances, of expressing itself in fascism.—(L. E. Abt)

802. Ludovici, Anthony M. **Divorce and the psycho-physical disparity of spouses.** *Int. J. Sexol.*, 1953, 7, 1-11.—Cites evidence from classical and scientific literature for the thesis that divorce and matrimonial failure in general occur comparatively frequently in present-day societies because "...all of us modern people, who may be said to be chaotically constituted, cannot help being below parity from a biological point of view..."—(H. D. Arbitman)

803. Martin, Walter T. (U. Oregon, Eugene.) **The rural-urban fringe: a study of adjustment to residence location.** Eugene: University of Oregon Press, 1953. v, 109 p. (Stud. Sociol., 1953, No. 1.)—From a study of the adjustment of the residents in the Eugene-Springfield, Oregon rural-urban fringe the writer reaches some of the following tentative conclusions: (1) in general the population seems very well satisfied with its residence; (2) the extent of accessibility to the city center does not seem a crucial factor in adjustment; (3) the roles and statuses of the individual in the community seem to be important factors in adjustment; (4) conditioning during childhood to non-urban residence seems conducive to a more satisfactory adjustment than if earlier life was spent in urban residence; (5) adequate living facilities with the latest modern conveniences tend to be associated with more favorable attitudes toward the fringe than if such facilities are lacking; and (6) attitudes and reactions of the individual fringe resident to a specific situation tend to become generalized. None of these conclusions is meant to hold outside this sample.—(R. M. Frumkin)

804. Ostow, Mortimer, & Scharfstein, Ben-Ami. **The need to believe; the psychology of religion.** New York: International Universities Press, 1954. 162 p. \$3.00.—"Believing is almost as necessary to humans as eating," state the authors, and the role of religion and psychoanalysis is discussed in chapters on the link between psychiatry and religion, theories on the nature of religion, the energizing forces of religious behavior, the mechanisms for dissipating guilt, the psychic function of religion, ritual, religious experience, disintegration, and psychiatry and the truth of religion.—(G. K. Morlan)



805. **Rostow, W. W.** *The dynamics of Soviet society.* New York: W. W. Norton, 1953. xvi, 282 p. \$3.95.—The author summarizes and integrates the work of a group at The Center for International Studies, Massachusetts Institute of Technology. Attempts to answer from existing knowledge such questions as what determines the policy of the Soviet state, what are the prospects of change in Soviet society, and the possibilities and dangers for the West implicit in the Malenkov regime. Covers all phases of Soviet society from foundation of Soviet rule, Soviet economy, to the cohesive forces, instabilities and tensions in contemporary Soviet society.—(S. B. Groy)

806. **Schottlander, Felix.** *Das Lebens schöne Mitte. Gedanken über Liebe und Ehe.* (Life's beautiful mean; thoughts on love and marriage.) Stuttgart: Ernst Klett, 1953. 139 p. 8.80 D.M.—Addressing the layman, the author, a psychotherapist, discusses the nature of love, the choice of the marital partner, the place of children in marriage, unfaithfulness, and divorce from a psychodynamic point of view.—(C. T. Bever)

807. **Snyder, Richard C., Bruck, H. W., & Sopin, Burton.** *Decision-making as an approach to the study of international politics.* Princeton, N. J.: Princeton University Organizational Behavior Section, 1954. vi, 120 p. (Foreign Policy Analysis Series No. 3.)—Information is selectively perceived and evaluated in terms of the decision-maker's frame of reference. Choices are made on the basis of preferences which are in part situationally and in part biographically determined. These tentative conclusions are derived from a formulation of an analytical scheme initiated to serve as the core of a frame of reference for the study of international politics.—(E. L. Gaiet)

808. **Spater, Hans.** *Social order and the risks of war: papers in political sociology.* New York: George W. Stewart, 1952. ix, 497 p. \$4.75.—As stated in the title, a collection of papers, assembled under the following headings: Social structure, Social theories, War and militarism, and Political warfare. This book presents a new approach to studying social organization. The author believes that "the forms of war have reflected the social organization of peacetime society" and that "war is a phase of social life rather than an aberration from its normality, and there is no conceivable reason why its influence upon society should not be studied by social scientists as much as society in times of peace."—(S. B. Groy)

809. **Strauss, Anselm L.** (U. Chicago, Ill.) *Strain and harmony in American-Japanese war-bride marriages.* *Marriage Fam. Living*, 1954, 16, 99-106.—"A brief and preliminary report" of the reasons why "some Japanese-American marriages are likely to be quite stable and to involve fewer major stresses than a great many marriages between native Americans.... The differences of age, class, religion and education apparently do not make for great marital strain.... Other strains... represent an inability to solve pre-

cisely the same kinds of relational problems that confront many non-interracial unions."—(M. M. Gillet)

810. **Suchman, Edward A., Goldson, Rose K., & Williams, Robin M., Jr.** *Attitudes toward the Korean War.* *Publ. Opin. Quart.*, 1953, 17, 171-184.—The attitudes of 2975 American students in 11 colleges were measured by Guttman scales. A favorable attitude toward the Korean war was found to be related to 3 dimensions of political opinion: (1) ideological conviction (belief that the war was being fought for an ideal); (2) partisan allegiance (an internationalistic rather than isolationist position); and (3) political knowledge (high scorers were more favorable than low scorers). The relationships among the three dimensions of opinion as well as their connection with attitude toward being called into military service are also analyzed.—(H. W. Riecken)

811. **Sussman, Marvin B.** (Union Coll., Schenectady, N. Y.) *Family continuity: selective factors which affect relationships between families at generational levels.* *Marriage Fam. Living*, 1954, 16, 112-120.—This is a study "of parents and their roles in the families of their married children" and aims to determine what factors seem to make for harmonious relationships between the two generations.—(M. M. Gillet)

812. **Turner, F. Bernadette.** *Common characteristics among persons seeking professional marriage counseling.* *Marriage Fam. Living*, 1954, 16, 143-144.—"An attempt was made to discover possible relationships between marital disharmony caused by (1) cultural and educational differences..., (2) church attendance, and (3) number of children in the family.... Nagging wives and irresponsible husbands were the two most frequently mentioned problems."—(M. M. Gillet)

813. **Van Leeuwen, Emil.** *Dutch housewives in World War II.* *Psychol. Newsltr. (NYU)*, 1954, 5(4), 98-104.—An historical development of the role women have played in European society since the seventeenth century. The major portion of the paper is devoted to the adjustment Dutch women had to make during the occupation of their country.—(D. S. Leeds)

814. **Wilkening, Eugene A.** (U. Wisconsin, Madison.) *Techniques of assessing farm family values.* *Rur. Sociol.*, 1954, 19, 39-49.—A comparison is made of four different assessment techniques: "(a) direct questioning, (b) choosing between alternative expenditures of time or money, (c) verbal ranking of family goals, and (d) behavioral data in the form of material possessions, family expenditures, and social participation." The three verbal indices were highly interrelated. "Behavioral indices... are valid only when the behavior is not highly influenced by immediate situational factors."—(S. C. Goldberg)

815. **Young, Kimball.** (Northwestern U., Evanston, Ill.) *Family life in our society.* *Proc. nat. Conf. soc. Wk.*, 1953, 158-171.—(See 28: 4253.)

816. **Zimmerman, Carl, & Broderick, Carlfrid B.** (Harvard U., Cambridge, Mass.) *Nature and role of informal family groups.* *Marriage Fam. Living*, 1954,

16, 107-111.—"Successful families have more intimate family friends than unsuccessful families do.... Families with more in common are a better mutual protection against juvenile delinquency than those with less in common though this is much clearer in the case of divorce." Illustrated by statistical reports.—(M. M. Gillet) \*

(See also abstracts 350, 881, 891, 1507)

#### LANGUAGE & COMMUNICATION

817. Auston, John T. (Michigan State Coll., East Lansing.) **Improving everyday speaking and listening efficiency.** *J. Communication*, 1954, 4(2), 49-53.—A method of training oral communication efficiency is described. One student reads to another, with the second writing down what he hears. It is possible by this method "to raise the sending-receiving efficiency of all students significantly...." Observations on 133 freshmen with vocal disorders indicated marked improvement in speech efficiency after 4 hours practice.—(D. E. Meister)

818. Barnhart, Thomas F. (U. Minnesota, Minneapolis.), & Jones, Robert L. **Reader reaction to nine-column newspapers and page shrinkage.** *Journalism Quart.*, 1953, 30, 170-178.

819. Draegert, G. L. (Purdue U., Lafayette, Ind.) **Relations between voice variables and speech intelligibility in high level noise.** *Speech Monogr.*, 1951, 18, 272-278.

820. Fogarty, Daniel. (Saint Mary's U., Halifax, N. S.) **Psychology and communication.** *Bull. Marit. psychol. Ass.*, 1954, (Spring), 10-13.—Communication is conceived of as having four elements: "The sending mind, the receiving mind, the idea that is sent and the process of sending itself." Four steps in the communication process are described under the terms: clarifying, straightening, psychodapting, and transmitting.—(W. F. Grether)

821. Fouch, Robert S. (Arizona State Coll., Tempe.) **The un-sanity of mathematics and its teaching.** *Etc. Rev. gen. Semant.*, 1954, 11, 113-121.—Though mathematics as a subject exhibits certain "semantic virtues," not all writers of texts in the field succeed in avoiding the traps of ordinary discourse. For example, the referent of a number is itself an abstract concept—has no extensional referent; a "numeral," however, is a sign for a number. Yet writers commonly ignore this distinction or present facts about numbers and numerals in ambiguous ways. Examples can be drawn from many topics and authors. Most writers, according to the author, go astray when they assume that the "sanity" of their subject insures them against making "un-sane" statements about it. The teaching of mathematics could be improved by rigorous analysis of the ways in which it is introduced to beginners.—(J. Caffrey)

822. Freidson, Elliot. (U. Illinois, Urbana.) **The relation of the social situation of contact to the media in mass communication.** *Publ. Opin. Quart.*, 1953, 17, 230-238.—Interviews with 79 children in kindergarten,

second, fourth and sixth grades reveal the customary social situation (alone, with peers, or with family) in which various media (movies, television, or comics) are viewed, and the relation between medium and preferred social situation. Media preference by age is also reported.—(H. W. Riecken)

823. Fries, Charles C. (U. Michigan, Ann Arbor.) **Meaning and linguistic analysis.** *Language*, 1954, 30, 57-68.—The author insists that linguists need neither condemn the use of meaning in linguistic analysis nor refuse to treat meaning at all. Certain uses of meaning in linguistic analysis and in descriptive statement are legitimate and necessary. Linguistic meanings include "lexical" meanings and "structural" meanings. "Any use of meaning is unscientific whenever the fact of our knowing the meaning leads us to stop short of finding the precise formal signals that operate to convey that meaning."—(J. B. Carroll)

824. Holman, Arthur William. (U. Oklahoma, Norman.) **An investigation in measuring and improving listening ability of college freshmen.** *Speech Monogr.*, 1951, 18, 302-308.

825. Hjelmslev, Louis. **Prolegomena to a theory of language.** *Indiana Univ. Publ. Anthropol. Linguistics*, 1953, 19(1), Suppl., iv, 92 p.—This is a translation of a work originally published in Danish in 1943. It discusses general criteria for a theory of language, followed by a presentation of Hjelmslev's practical theory, called "glossematics." Glossematics is concerned with the general characteristics of language sui generis, not as related to any non-linguistic phenomena, and with the procedure for identifying invariant units in a language system.—(J. B. Carroll)

826. Holcomb, George B. **Are Flesch and fluff enough?** *J. Communication*, 1954, 4, 17-22.—Flesch and other formulas for making newswriting simpler could serve to lower the reader's ability to think for himself. To counteract this danger it is suggested that news stories be written "in such a way as to stimulate mature thinking...."—(D. E. Meister)

827. Irvin, Charles E. (Michigan State Coll., East Lansing.) **Activities designed to improve listening skill.** *J. Communication*, 1954, 4, 14-16.—Suggestions are made for improvement in listening skill as a part of ordinary classroom activities. These include practice in attentiveness, taking notes, and giving and criticizing talks.—(D. E. Meister)

828. Irvin, Charles E. (Michigan State Coll., East Lansing.) **Motivation in listening training.** *J. Communication*, 1954, 4(2), 42-44.—9 reasons for listening to instructors are suggested. Among these are: (1) necessity for passing examinations; (2) improving conversation and personality; (3) receiving information on career opportunities; (4) cultural benefits.—(D. E. Meister)

829. Kamman, James Foster. **A comparison of factor patterns in a native language and an auxiliary language.** *Dissertation Abstr.*, 1954, 14, 406.—Abstract of Ph.D. thesis, 1953, U. Illinois.

830. Kelley, Earl C. (Wayne U., Detroit, Mich.) *Communication and the open self. Etc. Rev. gen. Semant.*, 1954, 11, 96-100.—The success of person-to-person communication is at the receiving end partly a function of personal characteristics such as permeability; individuals differ in their ability or willingness to be changed by symbolic stimuli. Perceptual selectivities vary with experience. It is important that each individual have successful experiences with "opening" himself to great varieties of different perceptions. It is equally important that richness of environment be increased. In improving communication, we need not only to be clear but to be welcomed.—(J. Caffrey)

831. Klare, George R., & Buck, Byron. *Know your reader; the scientific approach to readability.* New York: Hermitage House, 1954. 191 p. \$2.95.—The authors seek to help writers in two ways: (1) to reach readers more effectively; and (2) to increase their operating efficiency. To reach the reader more effectively the writer should know what the psychologist-authors can tell him: the reading level of the average adult American; the reading material he is interested in; and the reader's occupation, income and his education. 194-item bibliography.—(S. B. Groy)

832. Linka, Charles Eugene. *A study of pitch characteristics of female voices and their relationship to vocal effectiveness.* *Dissertation Abstr.*, 1954, 14, 103-104.—Abstract of Ph.D. thesis, 1953, State U. Iowa.

833. MacLean, Malcolm S., Jr. (U. Wisconsin, Madison.), & Hazard, William R. *Women's interest in pictures: the Badger village study.* *Journalism Quart.*, 1953, 30, 139-162.

834. McMillan, Brockway. *Mathematical aspects of information theory.* In Patton, R. A., *Current trends in information theory* (see 29: 838), 1-17.—Mathematical concepts of information theory are discussed in nonmathematical language. Attention is directed to the mathematical constructs associated with the elements of the schematic diagram of a communication system. Each of these is characterized by probabilities which affect a priori possibilities. Shannon's information theory provides a method of handling any sort of nonquantitative random events.—(C. M. Louttit)

835. Miller, George A. (Massachusetts Institute of Technology, Cambridge.) *Information theory and the study of speech.* In Patton, R. A., *Current trends in information theory* (see 29: 838), 119-139.—Verbal behavior meets the criteria necessary to make information theory applicable. Such application is explained in general and in relation to four specific problems: speech compression, speech perception, redundancy measurement, and, in social psychology, the measuring of social distance.—(C. M. Louttit)

836. Mila, James. *Psychological warfare today.* *Sight*, 1953, No. 1, 4-6; 24-25.—Military psychological warfare is a weapon using propaganda in support of combat operations. Civilian psychological warfare cannot be so specifically defined. Here there is un-

resolved confusion between the use of psychological warfare activities in support of normal diplomacy or as an independent activity supplanting diplomacy in some measure.—(C. M. Louttit)

837. Nühlen, Karl. *Das Publikum und seine Aktionsarten.* (The public and its characteristic activities.) *Köl. Z. Soziol.*, 1952/53, 5, 446-474.—von Wiese's specific definition of "Aktion" is used here. It applies to events and occurrences that arouse the attention and interest of those concerned. It is through such an event that a public comes into existence. Its behavior is influenced not only by the type of the event, but also by the means of communication which are used to transmit them. The behavior of the public in its reactions decides on the worth or worthlessness of the "Aktion." The following groups are discussed: the publics of the theater, sports, movies, books, radio, newspapers, and television. All of them may come under the influence of agitators or propagandists. The article is an extract of the author's work on the public as a form of interindividual interaction.—(M. Haas)

838. [Patton, R. A. (Chm.)] *Current trends in information theory.* Pittsburgh, Pa.: University of Pittsburgh Press, 1953, [c. 1954]. xiii, 188 p. \$4.00.—Papers read at the 7th annual conference on Current Trends in Psychology at the University of Pittsburgh on February 20 and 21, 1953. Papers are separately abstracted as entries numbered: 59, 200, 222, 348, 834, 835, 877.—(C. M. Louttit)

839. Puglisi, Elizabeth Antonia. *The bio-psychological determination of the adequacy of informants in American English and Brazilian Portuguese.* *Dissertation Abstr.*, 1954, 14, 721-722.—Abstract of Sc.D. thesis, 1954, U. Michigan.

840. Riley, Matilda White; Riley, John W., Jr., & Toby, Jackson. (Rutgers U., New Brunswick, N. J.) *Sociological studies in scale analysis.* New Brunswick: Rutgers University Press, 1954. xii, 433 p. \$6.00.—The sociological variable; scale analysis of collective data; measurement and the object scale; the subjects and objects of social action; consensus; reputation; the dyad; higher components of dyadic relationships; notes on a conceptual model; problems in the analysis of two-person action systems; problems in the analysis of larger action systems; a rapid scoring procedure for scaling attitude questions; object scale procedure, using hand tabulation; object and dyad scales; a method of selecting dichotomous items by cross-tabulation; a proposal for handling multiple category items; a technique for improving cumulative scales; techniques for the improvement of object scales; and the Israel Alpha technique for scale analysis are discussed.—(G. C. Carter)

841. Rogler, Lloyd. *The Daily Worker. Sight*, 1954, No. 2, 4-9.—Content analysis is defined as a method of "describing with optimum objectivity, precision, and generality, what is said on a given subject in a given place at a given time." Six committees of six members each made content analyses of certain issues of the "Daily Worker" according to



defined subject matters. Results indicated a close association between new stories and editorial page content. The method is evaluated.—(C. M. Louttit)

842. Rostohar, Mihajlo. *Stevak in misel*. (The sentence and the thought.) Ljubljana: Accad. Sci. Slovenica, Classis I: Historia et sociologia, Dissertationes II, 1953, p. 329-364.—We cannot identify the sentence with the thought, for the form of the sentence does not coincide with the structure of the thought. Each expression, may be simple or composed, expressing a thought, may form a sentence. Therefore we can consider as sentences nominatives, vocatives and interjections, which express a thought. The psychological analysis shows, that the impersonal words express the thoughts, containing subjects and predicates. From the psychological point of view the attributes and the adjectives are predicates belonging to subjects or predicates of sentences. As well various adverbial determinations are psychological predicates belonging to the subjects, to the predicates or to the whole thoughts whose contents they precisely determine. In psychological analysis the grammatical object appears as passive subject, it is as subject of passivity or state. Consequently the psychology does not know other compositions as subjects and predicates. The coordination and subordination are not sustainable after formal rules; such classification makes confusion in ideas. The sentences cannot be reasonably classified from this formal point of view. We must anyhow consider the psychological principles. French summary.—(A. Terstenjak)

843. Schnurr, Fredrick. An informal history of 'psywar' in World War II. The turning point. *Sight*, 1953, No. 1, 19-21; 25-26.—The changes in organization of Psychological Warfare activities in military operations in the Mediterranean Theater in 1943 and 1944 are reviewed.—(C. M. Louttit)

844. Schwidetzky, Georg W. A. *Die Grundlagen der biologischen Sprachforschung*. (The basis of biological philology.) *Homo*, 1951, 2, 105-114.—The language of homo sapiens is connected in essentials even after millenniums to the phonetics of the 6 languages of anthropoid apes.—(P. L. Krieger)

845. Simmonds, G. W. *Krokodil: the Russian magazine of satire*. *Sight*, 1954, No. 2, 10-18.—Cartoons from the Russian periodical "Krokodil" were content analysed by a method of categorization. The analysis indicates ideological content of this medium and usefulness of the method suggests its value with similar material.—(C. M. Louttit)

846. Spilko, Bernard. Some vocal effects of different reading passages and time delays in speech feedback. *J. Speech Hearing Disorders*, 1954, 19, 37-47.—128 male students were studied for the result of delayed speech feedback on vocal rate and duration. There was a lengthening of syllable duration, increased phonation time, in mean vocal intensity and a tendency for vocal intensity variations to become greater. Reading material seemed to be somewhat related to vocal changes but not to syllable duration.

Variations in vocal intensity were related to various delays. The investigation demonstrates the necessity of controlling many more variables in these experiments than has been suspected.—(M. F. Palmer)

847. Stewart, Raymond F. Surveys of reader attitudes toward newspaper combinations. *Journalism Quart.*, 1953, 30, 315-320.

848. Sumby, W. H., & Pollock, Irwin. Visual contribution to speech intelligibility in noise. *J. acoust. Soc. Amer.*, 1954, 26, 212-215.—"Oral speech intelligibility tests were conducted with, and without, supplementary visual observation of the speaker's facial and lip movements. The difference between these two conditions was examined as a function of the speech-to-noise ratio and of the size of the vocabulary under test. The visual contribution to oral speech intelligibility (relative to its possible contribution) is, to a first approximation, independent of the speech-to-noise ratio under test. However, since there is a much greater opportunity for the visual contribution at low speech-to-noise ratios, its absolute contribution can be exploited most profitably under these conditions."

849. Tannenbaum, Percy H. The effect of headlines on the interpretation of news stories. *Journalism Quart.*, 1953, 30, 189-197.

850. Taylor, Wilson L. "Cloze procedure": a new tool for measuring readability. *Journalism Quart.*, 1953, 30, 415-433.—"Cloze Procedure" involves no formula or "element counting," but consists of sampling all potential readability influences. Although similar to sentence-completion tests, the cloze method demands deletion of random words from a passage. After administration to a group the correctly identified omissions are tallied. Experimental results show: (1) the cloze method consistently ranked three selected passages in the same way as the Flesch and Dale-Chall formulas; (2) the method was reliable; (3) the cloze method seemed to handle specialized passages more adequately than other methods; (4) the same rankings of readability were obtained when words were deleted at random or every nth word; (5) the cloze procedure could be used for comparing reading abilities of different individuals.—(J. M. Brown)

(See also abstracts 727, 1453, 1474)

## CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

851. Arsenien, Seth (Springfield Coll., Mass.), & McKenzie, Francis W. *Counseling in the YMCA*. New York: Association Press, 1954. 126 p. \$2.00.—Presents a basic orientation to counseling for YMCA secretaries, and relates these principles and procedures to the administrative framework of the YMCA branch. In 6 chapters these areas are discussed: assumptions and issues in historical perspective; theory of personality with implications for counseling; the counseling interview; tests and other tools in counseling; levels of counseling in the YMCA; organization

and administration of counseling services. Appendices contain bibliographical items, publishers of occupational and educational information, sources for obtaining psychological tests, and YMCA counseling services approved by the American Personnel and Guidance Association.—(F. Costin)

852. Boudreau, Frank G. *Mental health, the new public frontier.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 1-4.—Time lost in hospitals, though great, is little compared with the havoc caused by mental disorders in the community. Public health experts must make up for the shortage of psychiatrists in treatment and research. Research must include neurology, psychology and epidemiology.—(M. M. Berkun)

853. Chaisy, Maryse. *Co caractère...* (This character...) *Psyché, Paris*, 1953, 8, 513-520.—Characterology, dating back to ancient times, is not flexible enough, not deep enough to accomplish what psychoanalysis is able to do. It has many shortcomings.—(G. Besnard)

854. Coleman, Jules V. (Yale U., New Haven, Conn.) *Workers in the field of mental health.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 81-91.—Psychiatrists have tripled in number since 1942, and have extended their private practice, largely as a result of the spread of psychoanalytic knowledge. The team of psychiatrist, psychiatric nurse, and psychiatric social worker, originally initiated to work with children, has now a wider role. Their part and that of others on the team are discussed, along with the training program for these professions.—(M. M. Berkun)

855. Doussinet, Pierre. *Point de vue sur l'hygiène mentale.* (On mental hygiene.) *Bull. World Fed. ment. Hlth*, 1954, 6, 130-141.—The definition of Mental Hygiene is considered and the author concludes that "because it is impossible to separate psychic balance from the organo-biological conditions on which it is based and from which it derives, Mental Hygiene will be in the first place the science of the best organo-biological conditions of balance and psychic adaptation. But because it is science of man living in community, Mental Hygiene will of necessity be the science of those psychological and social conditions which must be made available to him within the successive human groups constituting his environment, and it will also be a system of reference for his attitudes and actions." French and English texts.—(J. C. Franklin)

856. Ewelt, Jack R. (Mass. Dept. Mental Health, Boston.) *Mental health problems affecting social relations.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 74-80.—Of all the ways in which people attempt to gratify their biological needs, some conflict with cultural standards of acceptable behavior. These anti-social patterns are discussed and classified.—(M. M. Berkun)

857. Frank, Lawrence K. *The promotion of mental health.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 167-174.—We distinguish the clinical ap-

proach to diagnosis and treatment of individual patients from the promotion of healthy personalities through family living, schools, health services, recreation, religion, and, indeed, every aspect of living. The healthy personality is conceived of as one who recognizes the problems that living in a social order and a symbolic cultural world presents, and who meets them with self-confidence, courage, generosity, and dignity, with feelings appropriate to his stage of development.—(M. M. Berkun)

858. Fromm, Erich. *The contribution of the social sciences to mental hygiene.* *Proc. 4th int. Congr. ment. Hlth*, 1951, 38-42.—The human situation in contemporary Western society is examined with the view of showing the factors that tend to make man less secure and happy despite material success. "Only a culture in which man is restored to his place as the unique and sole purpose of society, when peculiarity rather than uniformity is his pride, where he is an active and responsible participant in political and social life—only in such a society can there be progress toward mental health."—(N. H. Pronko)

859. Hammond, Kenneth R. (U. Colorado, Boulder.) *Representative vs. systematic design in clinical psychology.* *Psychol. Bull.*, 1954, 51, 150-159.—"This paper illustrates how unwarranted conclusions may be reached through the application of traditional systematic design to a given problem in clinical psychology—the effect of the examiner on the subjects' responses. Both one-factor and multi-factor designs are discussed." 23 references.—(R. Petloff)

860. Jahoda, Marie. *The meaning of "psychological."* *Proc. nat. Conf. soc. Wk*, 1953, 197-204.—(See 28: 4293.)

861. Lemkau, Paul V. (Johns Hopkins U., Baltimore, Md.) *Local mental health services.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 116-125.—The first aim is promotion of mental health through education in growth and development of personality and the influence of the culture, and through the establishment of understandings that will enhance mental health. The second aim is to provide facilities for early diagnosis and treatment of mental illness, through attention to legislation and budgeting, and by the provision of volunteer aid.—(M. M. Berkun)

862. Line, William. *Psychology and mental health.* *Proc. 4th int. Congr. ment. Hlth*, 1951, 36-37.—Tendencies in modern psychology are indicated and evaluated insofar as they contribute to the mental health movement.—(N. H. Pronko)

863. Lion, L. C. F. *Diagnose als kunst.* (The art of serving.) *Gawein*, 1953-1954, 2, 18-24.—This lecture, given to the Dutch Federation for Mental Health, emphasizes the need for all specialists engaged in helping human beings, pastor, psychiatrist, social worker, doctor, to apply themselves in totality to the human person. Internal relegation of patients from one to the other as well as team work maintain the division into professional aspects. Every specialist ought to deal with the total human person in

the spirit of charity, which means the taking upon one's shoulders of the burden of suffering fellow men. This is the true art of serving one's fellow men.—(H. P. M. van den Houw)

864. Lowry, James V. **Public mental health agencies, state and national.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, **286** (Mar.), 100-106.—Administration of mental hospital services is by board of control, local or state; community services are administered by departments of health and by agencies that administer the hospitals. The trend is to establishment of departments of mental hygiene and the development of community mental health services within health departments. National agencies include the VA, providing direct services to veterans, and the USPHS's National Institute of Mental Health, which is engaged in and supports research and training.—(M. M. Berkun)

865. Millón, Alfonso. **Psychiatry.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 43-46.—Despite progress in diagnosis, understanding and therapy of mental disorders, psychiatry is limited in the extent of its participation in the mental health movement. Two factors that militate against its greater contribution to this field are a lack of adequate technical preparation of psychiatrists and a lack of a thorough knowledge of their own personalities.—(N. H. Pronko)

866. Schjelderup, Harald. (U. Oslo, Norway.) **Sunnhet og sosial tilpassning.** (Health and social adjustment.) *Nord. Psykol.*, 1953, **5**, 17-20.—A case history is presented from which the answer to the important question of the analyst is sought. To what extent is social adjustment as such, combinable with physical and mental health? Social adjustment sometimes occurs in spite of mental conflict through repression. If social adjustment can be brought about through understanding and insight much more satisfactory mental health results.—(E. L. Stromberg)

867. Seoley, John R. (U. Toronto, Can.) **Social values, the mental health movement, and mental health.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, **286** (Mar.), 15-24.—The power vacuum created by apparent bankruptcy of the church and other institutions as authorities which actively organize men's lives is being filled by the rising mental health movement, but the dicta of mental hygienists seem restricted to means, not ends. The increased sophisticated self-consciousness of the layman may initiate more anxieties than it removes.—(M. M. Berkun)

868. Seidenfeld, Morton A. **Medical psychology.** In Fishbein, M., *Medical progress*, 1954. New York: Blakiston, 1954. p. 299-313.—The past year's contributions to the medical and psychological fields are summarized as developed mostly by psychologists working in the medical environment. The techniques and research studies are reviewed under the following headings: mental hygiene, child psychiatry (with stress on effects of the early separation of the child from the mother), gerontological psychology, psychosomatic medicine, psychotherapy, behavioral deviations, psychological rehabilitation of physically

and mentally disabled, psychological tests, and the need for research.—(N. H. Pronko)

869. Simonson, Hjalda. **Sosial tilpassing og psykisk sunnhet.** (Social adjustment and mental health.) *Nord. Psykol.*, 1953, **5**, 21-29.—Within a psychological frame of reference social adjustment is recognized as a process which occurs simultaneously in many areas during the whole life time in a steady adaptation between the individual and the social milieu. In most instances, however, maladjustment can be traced to events in early childhood.—(E. L. Stromberg)

870. Szejnovsky, A. V. **Principles of prophylaxis of psychic diseases in the Soviet Union.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 308-314.—Basic features of Soviet society are said to facilitate preventive measures of Soviet psychiatrists, whose theory rests upon the mastery of the teachings of Pavlov. The provision of diagnostic and therapeutic services, vocational counseling and rehabilitation and sanitary propaganda as elaborated by the Central Institute of Sanitary Education are described. Decrease of nervous and psychic disease in the Soviet Union is indicated.—(N. H. Pronko)

871. Stevenson, George S. (Nat'l. Assn. Mental Health, New York.) **The citizens mental health movement.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, **286** (Mar.), 92-99.—The citizen's responsibility for surveillance of government and voluntary service agencies to keep them effectively fulfilling their purposes is best discharged in a group. The role of the National Association for Mental Health in stimulating community action to promote prevention of mental disorder, improved care, and broader education, is described. The steps in citizen action are through local, state, and national affiliations; membership obligates one to keep in touch, participate in decisions, and be available for service. The association does not provide treatment but seeks assumption of this responsibility by the proper public agencies.—(M. M. Berkun)

872. Stevenson, George S. **Mental health programs—present trends and future outlook.** *J. psychiat. soc. Wk*, 1954, **23**, 109-115.—The author discusses trends in mental health programs in terms of (1) the Vocational Rehabilitation Act; (2) the National Mental Health Act; (3) recent policy of VA psychiatric hospitals; (4) the shift in focus from the mentally ill in public hospitals to include all the mentally disturbed; (5) better selection and training for mental hospital attendants; (6) increased assumption of responsibility for quality of service by medical and psychiatric professions; (7) creation of World Federation for Mental Health as evidence of broadened perspective of whole world.—(L. B. Costin)

873. Strunk, Frederick R. (Comp.) **An inventory of social and economic research in health.** (3rd ed.) New York: Health Information Foundation, 1954. 180 p.—279 current or recently completed research projects dealing with social and economic aspects of health are described. The entries are grouped into 7



categories of which sociological factors and mental health are of special interest in psychology. There are subject, geographic, and sponsor indexes.—(C. M. Louttit)

874. **Stymest, Ralph.** (Mental Health Clinic, Fredericton, N. B.) **Growing pains of a psychological service.** *Bull. Marit. psychol. Ass.*, 1954 (Spring), 17-20.—The author discusses the activities of psychologists in the particular clinic in which he is working, with reference to diagnosis, treatment, research, prevention, and administrative problems.—(W. F. Græther)

875. **Wittenborn, J. R.** (Yale U., New Haven, Conn.) **Some current research issues in clinical psychology.** In *Kentucky Symposium, Learning theory, personality theory, and clinical research*, (see 29: 537), 148-160.—Even though clinical psychology deals primarily with behavior changes, analysis of the literature in three clinical journals for 1952 reveals that 80% of the articles are not only independent of the topic of behavior change, but they are not even suggestive of an interest in the development or modification of human behavior. 4% appear to be explicitly concerned with the stability of behavior. Only 13% show a concern for describing or predicting change. The concepts of abnormality, personality, ability, and therapy are discussed to point out the relevance of changes in behavior for the work and research of clinical psychologists.—(L. N. Solomon)

(See also abstract 71)

#### METHODOLOGY, TECHNIQUES

876. **Ardoine, J.** **Propos sur une caractérolgie et esquisse d'une méthode d'analyse du caractère.** (Discourse on a characterology and outline of a method of character analysis.) *Psyché, Paris*, 1953, 8, 551-567.—Contemporary characterology can be called the "science of character." It was founded in 1910 by Heymans and Wierama and has undergone many refinements. Berger's method is analyzed critically in an attempt to show its apparent failures; a second article will present the author's own method which eliminates the faults found in Berger's.—(G. Desnard)

877. **Brosin, Henry W.** (U. Pittsburgh, Pa.) **Information theory and clinical medicine (psychiatry).** In *Patton, R. A., Current trends in information theory*, (see 29: 838), 140-148.—Following a review of contributions of communication theory the major portion of this paper is devoted to a consideration of interviewing, particularly therapeutic, from the point of view of information theory. 280-item bibliography.—(C. M. Louttit)

878. **Cockrill, Eleanor E., Lehrman, Louis J., Seeks, Patricia, & Stamm, Isabel.** (U. Pittsburgh, Pa.) **A conceptual framework for social casework (a suggestive outline).** Pittsburgh, Pa.: University of Pittsburgh Press, 1952. 26 p. \$1.50.—This outline presents the teaching point of view in social casework in both class and field in the authors' school. The authors outline the structure of social casework in

terms of (1) the social philosophy base; (2) the scientific base; (3) the study-diagnosis-treatment process; (4) the diagnostic process; and (5) the treatment process.—(L. B. Costin)

879. **Dibner, Andrew Sherman.** **The relationship between ambiguity and anxiety in a clinical interview.** *Dissertation Abstr.*, 1954, 14, 710-711.—Abstract of Ph. D. thesis, 1954, U. Michigan.

880. **Family Service Association of America.** **Case records for study and teaching.** New York: Author, 1954. v.p. \$2.85.—Prepared for use by social workers engaged in teaching and by agencies in staff development programs, this collection presents records from both public and private agencies. Records are presented without analysis or teaching notes. 5 records are of short-contact and referral services, 3 are intake studies, and the last 7 are cases involving an ADC family, a request for day nursery care, marital difficulty, an abandoned child, request for child placement, an elderly woman, and a request for homemaker service.—(L. B. Costin)

881. **Foster, Robert G.** (Menninger Foundation, Topeka, Kans.) **How a marriage counselor handles a case.** *Marriage Fam. Living*, 1954, 16, 139-142.—The paper is intended "to clarify in simple fashion... just what... happens when a marriage counselor sees a client with a problem.... A great deal of counseling is listening and telling... understanding and not advising."—(M. M. Gillet)

882. **Goldman-Elster, F.** (Maudsley Hosp., London, Eng.) **A study of individual differences and of interaction in the behaviour of some aspects of language in interviews.** *J. ment. Sci.*, 1954, 100, 177-197.—Grammatical analysis and word count of the language used by three psychiatrists each of whom interviewed the same ten patients showed highly significant consistency of word rate and self-reference percentage, and of noun-self-reference and verb-adjective ratios. For patients only verb-adjective ratio was consistent. Discrepancies are analyzed, and it is concluded that language functions as a unitary process blending aspects of utterance and of content into a closely knit whole.—(W. L. Wilkins)

883. **Green, Martin A., & Fink, Max.** (Mt. Sinai Hosp., New York.) **Standardization of the face-hand test.** *Neurology*, 1954, 4, 211-217.—The face-hand test consists of simultaneous touch or pinprick stimulation of the face and hand while the subject's eyes are closed, the subject being asked to describe his percept. On repeated test normals show increased ability to perceive both stimuli correctly. Organic brain injury cases show no ability to report both stimuli correctly on repeated testing. Varieties of responses and scoring are presented.—(L. L. O'Kelly)

884. **Keane, Keith M., & Kent, Fritz.** (U. Wisconsin, Madison) **Investigations on the use of cortical stimulants with sodium amytal for narcoanalysis.** *J. nerv. ment. Dis.*, 1953, 117, 140-143.—The use of a combination of sodium amytal and one of the central nervous system stimulants such as dexedrine, benzedrine,

or desoxyphedrine was found to be valuable in stimulating a more informative narcoanalysis. The authors found that the combination of these drugs produces a response characterized by the following: "(a) good emotional release; (b) a marked improvement in enunciation over that produced by the use of sodium amytal alone; (c) a more pleasant subjective reaction; (d) a procedure which can be completed in one to one and one-half hours and adapted to ambulatory cases."—(M. L. Simmel)

885. **Loquer, A. M.** Interviews with a mother in the presence of a young child. *Brit. J. psychiat. soc. Wk.* 1954, 7, 7-10.—The complications in interview interactions, between mother and therapist in a guidance clinic, occasioned by presence of a young child whom the client found it necessary to bring along on weekly visits, is discussed. The management of such a situation so as to minimize its effects on the interview is described and the author lists typical client motivations behind an arrangement of this nature. A review of the history, over a year, of the client therapist relationship suggests that this need not be a negative consideration in therapy.—(A. Kadushin)

886. **Lehman, Louis J.** (U. Pittsburgh, Pa.) The logic of diagnosis. *Soc. Casework*, 1954, 35, 192-199.—Using Gordon Hamilton's definition of diagnosis, the author sets forth (1) the exact nature of the diagnostic mode of reasoning, and (2) the sequential steps in the diagnostic scientific method.—(L. B. Costin)

887. **Levett, Carl David.** The development, application and evaluation of a marriage counseling kit. *Dissertation Abstr.*, 1954, 14, 203.—Abstract of Ph.D. thesis, 1953, Florida State U.

888. **Lorr, Maurice.** (V. A., Washington, D. C.) Rating scales and check lists for the evaluation of psychopathology. *Psychol. Bull.*, 1954, 51, 119-127.—In this review of the past decade an examination is made of "... those rating scales and check lists designed to describe psychotic patients on the ward or in the interview ..." values of separate scales are pointed out. 31-item bibliography.—(R. Perloff)

889. **Lorr, Maurice; Lapine, Louis T., & Golder, Jacob V.** A factor analysis of some handwriting characteristics. *J. Pers.*, 1954, 22, 348-353.—Five factors have been delineated as follows: (1) length of letter extensions; (2) character of middle zone letters (height, spacing, slanting, breadth of stroke of such letters as a, c, e, r, etc.); (3) line direction, ascending and descending; (4) character of letter extension largely in upper zones (such as the letter b) and in lower zones (such as g), span of slant, and breadth of stroke; (5) letter breadth in middle zone. Correlations between handwriting characteristics and scores on a personality questionnaire were low.—(M. O. Wilson)

890. **McCormick, Mary J.** (Community Research Associates, Winona, Minn.) *Diagnostic casework in the Thomistic pattern.* New York: Columbia University Press, 1954. xv, 239 p. \$3.50.—With a background of the essentials of a good profession and a comparison of Thomistic and Freudian formulations of personality, this book considers the goal of diagnostic casework,

the professional responsibilities in therapy, and implications of the habit of prudence for exploration, counsel, interpretation, and choice. There is an appendix on functional casework. 53-item bibliography.—(W. L. Wilkins)

891. **Mace, David R.** (Drew U., Madison, N. J.) What is a marriage counselor? *Marriage Fam. Living*, 1954, 16, 135-138.—Young people are more and more choosing a neutral "expert" instead of their relatives for help. "Marriage counseling... is a specialized branch of counseling which is not a profession but a technique more and more widely used by all professions.... A good marriage counselor is often a person who adds to the skills of his own profession a good elementary grasp of the functions of other professions... some sociology, some psychology, some biology, anatomy and physiology, some law, some ethics."—(M. M. Gillet)

892. **Mair, F. S., & Pokorny, R.** *Grafologie v'tipul nafah.* (Graphology and psychotherapy.) *Harefuah*, 1953, 44, 272-273.—Following Pokorny's book on graphology (see 27: 2695), the importance of graphology for psychiatric diagnosis is stressed.—(H. Ormian)

893. **Masnard, Pierre.** L'analyse caractérologique des journaux intimes. (The characterological analysis of confidential diaries.) *Psyché, Paris*, 1953, 8, 535-550.—The characterological aptitude and the meaning of confidential diaries are treated in full by the author. A close scrutiny of the writings gives a deep understanding of the author's personality.—(G. Besnard)

894. **Moloney, R. P. R.** *Le caractérologie de M. Le Senne.* (The characterology of M. Le Senne.) *Psyché, Paris*, 1953, 8, 568-574.—A brief review of Le Senne's characterological method which is to be followed in a later article by a comparison between it and the method of Hartshorne and May.—(G. Besnard)

895. **Morgan, Ralph W.** *Psychiatric social work in a combat area.* *U. S. Armed Forces med J.*, 1953, 4, 847-856.—"The function of the social caseworker in a psychiatric setting in a combat zone is essentially the same as that in other medical settings." A description of duties and two case histories are given.—(G. H. Crampton)

896. **Sarason, Seymour B.** (Yale U., New Haven, Conn.) *The clinical interaction; with special reference to the Rorschach.* New York: Harper, 1954. x, 425 p. \$5.00.—"This book stems from the belief that practically all clinical problems are concerned with data obtained from an interpersonal interaction and that regardless of how interactions differ certain variables are always operative..." Part I describes the major variables, illustrated with examples from diagnostic testing, therapy, and non-clinical areas. Part II is an intensive discussion of the Rorschach, evaluated "in terms of the recognition given to the major variables which affect behavior in the clinical interaction." Part III discusses the interpretative process, some major assumptions about personality, and the deductive nature of the clinician's thinking, illustrated by a sequential analysis of 6 cases, 2

American and 4 Micronesian. 188 references.—(H. P. David)

897. Slavson, S. R. Remarks on group psychotherapy and community mental health. *Int. J. Group Psychother.*, 1954, 4, 210-217.—The dynamics in therapy groups have their counterpart in groups at schools, at work, at community functions, and so on. If it is wished to render groups creative, purposeful and constructive, certain needs are essential. These are sensitivity to and understanding of human motivation, and the expressions in constructive and self-defeating modes which groups bring forth in all of us.—(N. M. Locke)

898. Steiner, Leo R. The use of radio as a medium for mental health education. *Int. J. Group Psychother.*, 1954, 4, 204-209.—Radio broadcasting in the field of mental health should be geared specifically to imparting a point of view, a way of tackling problems. The medium can be one area through which we may find some knowledge of the problems the average persons meets and how he attempts to solve them.—(N. M. Locke)

899. Sullivan, Harry Stack. The psychiatric interview. New York: W. W. Norton & Co., 1954. xxiii, 246 p. \$4.50.—Based on two lecture series given in 1944 and 1945, the book is a statement of the practical application of the author's views on personality theory to the technique of interviewing. The 10 chapters addressed to the psychiatrist, social worker, personnel manager, and counsellor contain: (1) Basic concepts in the psychiatric interview; (2) The structuring of the interview situation; (3) Some general technical considerations in interviewing; (4) The early stages of the interview; (5) The detailed inquiry: the theoretical setting; (6) The interview as a process; (7) The developmental history as a frame of reference in the detailed inquiry; (8) Diagnostic signs and patterns of mental disorder, mild and severe; (9) The termination of the interview; and (10) Problems of communication in the interview.—(E. Schwerin)

(See also abstract 812)

#### DIAGNOSIS & EVALUATION

900. Allen, Robert M. Recording the Rorschach protocol. *J. clin. Psychol.*, 1954, 10, 195-196.—A method for recording Rorschach protocols is described. The author recommends a disc type recorder, suggests that the examiner write down the test proper but record the entire inquiry and the testing of the limits.—(L. B. Heathers)

901. Anastasi, Anne. (Fordham U., New York.) Psychological testing. New York: Macmillan Co., 1954. xiii, 682 p. \$6.75.—"The primary objectives of the present book are to provide an introduction to the principles of psychological testing and to acquaint the reader with the major types of tests in current use." Part 1 deals with test origins, characteristics, uses, norms, reliability, validity, and item analysis. "In the discussion of specific tests in Parts 2, 3, and 4, the application of the principles

presented in Part 1 is repeatedly illustrated. . . . All statistical concepts employed in the text have been explained and illustrated. . . . The text includes a discussion of sources of information about new tests."—(H. P. David)

902. Ardoine, J. Propos sur une caractérologie et esquisse d'une méthode d'analyse du caractère. (Observations on a characterology and outline of a method of character analysis.) *Psyché, Paris*, 1954, 9, 47-70.—Presents Test A (projection), 72 questions, in full, Test B (controlled introspection) directions and an outline for additional questioning. Examples of verbatim responses are reported and a method of classifying and analysing responses. A score sheet is used which lists character traits and permits summary of the test information and diagnosis. (See 28: 705.)—R. H. Dana)

903. Barbogelata, Margerita. Un cuestionario para estudio de la conducta del sujeto durante la aplicación de las pruebas individuales. (A questionnaire for studying the conduct of subjects during administration of individual tests.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 257-264.

904. Bolzmann, C. Les phénomènes de "contraste" dans leurs rapports avec la régression affective. (The phenomena of "contrast" in their relations with affective regression.) *Bull. Group. franç. Rorschach*, 1953, No. 3, 4-9.—Affective regression, which is a sort of the infantilism proper to disequilibrium types, expresses itself in the Rorschach picture as a contrast in the variability of levels and qualitative disparity of various responses, being a disturbance of the perceptive structuration. These disturbances show the influence of the affective conflicts and disharmonies on the perceptive and intellectual activity, and permit to estimate the degree of maturity or regression.—(M. Choynowski)

905. Bischof, L. J. (Southern Illinois U., Carbondale.) Intelligence: statistical conceptions of its nature. Garden City, New York: Doubleday and Company, Inc., 1954. vi, 33 p. 85¢.—This booklet is divided into three main sections. In the first, the author discusses the difficulties inherent in the traditional IQ concept. The second deals with the theories of intelligence propounded by Stern, Spearman, Thomson, Thorndike, and the Thurstones. The third includes a short sample test of the primary-mental-abilities type and a brief discussion of the Army General Classification Tests, Wechsler-Bellevue Scales of Mental Ability, General Aptitude Test Battery of the United States Employment Service, and Differential Aptitude Test designed by the Psychological Corporation.—(H. Feifel)

906. Blum, Richard H. (Stanford U., Calif.) The validity of the Machover DAP technique. *J. clin. Psychol.*, 1954, 10, 120-125.—"Ratings based on the Machover interpretation of the DAP were compared with ratings by psychiatrists, a battery of psychological tests and an intuitive DAP scheme on 38 personality characteristics in 31 NP patients. On 23 personality characteristics the Machover DAP ratings



were also compared with ratings by chief ward attendants. There were no consistent significant agreements of the Machover DAP with any of these clinical procedures or 'standards' nor were there any significant agreements of the intuitive approach to DAP interpretation with any of these clinical rating scales... All of these rating procedures were compared with one another for each personality characteristic and no consistent significant agreements were found." It was concluded that "the Machover DAP technique has highly questionable validity but proves to be no worse than any of the other common clinical personality assessment procedures."—(L. B. Heathers)

907. **Boeckh, Hans J.** (U. Hamburg, Germany.) **I. Tests unter Alkoholeinfluss. II. Wartegg-Zeichentest und psychiatrische Diagnostik.** (I. Tests under the influence of alcohol. II. The Wartegg Drawing Test and psychiatric diagnosis.) *Z. diagnost. Psychol.*, 1954, 2, 33-55.—In the first part of the paper the successive Wartegg test protocols of 5 subjects, to whom the test was administered under gradually increasing or decreasing influence of alcohol, are reproduced and discussed. In the second part, a series of Wartegg test protocols, with each test given on different days by 7 "extreme" psychiatric patients, are reproduced. The differences noted between the varied protocols of the same person lead to the observation that for purposes of psychological evaluation, a series of Wartegg protocols, each given on different days, is more productive and more meaningful than a single protocol. 51 references.—(H. P. David)

908. **Boisson, G.** **La elaboración perceptiva en los no inteligentes.** (Perceptual elaboration in the unintelligent.) *Rev. Psicol. gen. apl.*, Madrid, 1952, 7, 217-236.—100 subjects, ordinary seamen in the merchant marine, were selected on the basis of five tests. None were feeble-minded or otherwise abnormal but all fell in the lowest normal bracket. Rorschach responses were studied. The author did not agree with previous investigators who found an extreme paucity of W and his findings of frequent animal responses, perseveration, position responses and card rejections are in disagreement especially with Rorschach's own findings and those of Mira. The Rorschach appears to be the most promising test for the diagnosis of low intelligence.—(G. B. Strother)

909. **Bonnet, Dominique.** **Les tests de phrases à compléter; techniques projectives rapides.** (Phrase completion tests—rapid projective techniques.) *Rev. Psychol. appl.*, 1953, 3, 407-436.—64-item annotated bibliography of phrase completion tests.

910. **Bowen, Barbara.** (Friends Hosp. Philadelphia, Pa.) **An extension of the Mosaic Test designed to increase its prognostic value.** *J. proj. Tech.*, 1954, 18, 5-10.—A modified administration of the Mosaic Test increases its value in the prognosis of therapy. The procedure consists of having the S make one or two mosaics and then having him make specific types of designs and then a final free design, in order to observe how the "forcing" affects his production. The ability to change and the type of change evinced

are prognostic of therapeutic outcome. Case examples are presented.—(A. R. Jensen)

911. **Brudo, Charles S.** **The alpha index in the electro-encephalogram and movement responses on the Rorschach and PMS tests.** *Dissertation Abstr.*, 1954, 14, 393.—Abstract of Ph.D. thesis, 1953, Northwestern U.

912. **Cattell, Raymond B., & Anderson, Jean C.** (U. Illinois, Urbana.) **The measurement of personality and behavior disorders by the I.P.A.T. Music Preference Test.** *J. appl. Psychol.*, 1953, 37, 446-454.—"A previously completed factor analysis of 120 very diverse musical excerpts was used... [to construct]... a Music Preference Test set up to measure 11 factors by 100 items on two sides of a long-playing record." It was hypothesized that the factors represented dimensions of personality, since the item groups did not correspond to musical schools or periods. The hypothesis was confirmed by many significant correlations with the 16 Personality Factor Questionnaire Test on two samples of 102 and 71 Ss. Application of the Music Preference Test to 98 mental hospital patients yielded significant factor measure differences between psychotics and normals, and between various psychotic syndrome groups.—(P. Ash)

913. **Cohen, Jacob, & Feigenbaum, Louis.** (V. A. Hosp., Bronx, N. Y.) **The assumption of additivity on the Szondi test.** *J. proj. Tech.*, 1954, 18, 11-16.—Only 16 pairs out of 120 pairs of photographs representing the same Szondi factor were shown to have a significant positive correlation in the tests of 200 male neuro-psychiatric veteran patients. Those which showed some correlation came from the manic, homosexual, and sadist factors. "As presently constituted, the Szondi factors contain many items sharing little variance in common with others in the same factor. Thus, the additivity of these factors is seriously in question."—(A. R. Jensen)

914. **David, Henry P.** (U. Pittsburgh, Pa.) **A Szondi test bibliography, 1939-1953.** *J. proj. Tech.*, 1954, 18, 17-32.—A comprehensive bibliography of 332 references on the Szondi test, including foreign publications, arranged according to the type of research or application.—(A. R. Jensen)

915. **de G., M. A. C.** **Cuadros estadísticos de la prueba de Rorschach aplicada a niños normales de 10 a 12 años.** (Statistics of the Rorschach Test with 10 to 12 year old children.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 224-233.

916. **Fleishman, Martin.** **The discriminative power of Szondi's quotient of tendency tension.** *J. proj. Tech.*, 1954, 18, 42-46.—The Szondi quotient of tendency tension did not manifest its imputed discriminative function on groups of normal and pathological subjects. A control test was also made up consisting of pictures of normal persons randomly assigned to the eight Szondi categories. The results of the control test were about the same as for the Szondi. The differences between pathological and normal groups on both Szondi and control tests fall within the range of chance.—(A. R. Jensen)

917. Camendi, I., & Almada, H. *Clisés e interpretaciones estándares para los láminas del T A T de Murray obtenidos en escolares uruguayos.* (Norms and interpretation standards for Murray's T A T pictures for Uruguayan students.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 204-216.

918. Granada, A. (Instituto Psicotécnico, Barcelona, Spain.) *Observaciones e la valoración de una prueba.* (Observations in regard to the validation of a test.) *Monogr. Estud. Doc. Psicol.*, 1951, 3(6), 12 p.—A description is made of one of the tests employed for entrance purposes by a certain educational institution. The test aims at determining the spatial intelligence of the candidate and consists of 20 problems. In each problem, there are four figures with certain successive relationships between them, inasmuch as adding, subtracting or moving one or more of the elements composing the first figure, the second figure is formed; making the proper change to the second figure, the third emerges; the fourth figure is formed making the successive change. The examinee has to determine from the changes observed in the four figures how figures five and six look like. Procedures for evaluating the test are discussed.—(E. Sánchez-Hidalgo)

919. Grzywak-Kaczynska, M. *Metoda Wechsler-Bellevue jako pomoc w diagnostyce psychologicznej.* (Wechsler-Bellevue method as a help in psychological diagnosis.) *Zdrowie psych.*, 1950, 4(3-4), 53-76.—Rather detailed description of the Wechsler-Bellevue test and principles of the interpretation in psychological and psychiatric diagnosis.—(M. Chojnowski)

920. Hammer, Emanuel F. (Psychiat. Inst., New York.) *Relationship between diagnosis of psychosexual pathology and the sex of the first drawn person.* *J. clin. Psychol.*, 1954, 10, 169-170.—"H-T-P's were administered to 64 sex offenders at Sing Sing Prison, 31 of them incarcerated for an act of rape of an adult female, 33 for sexual advances toward female children, and 20 for sexual advances towards male children." For the three groups about 87%, 88%, and 75%, respectively, drew the male figure first. There were no significant differences between the three groups for the number of Ss drawing the female figure first. Hence "considerable doubt is cast on the projective drawing postulate that the sex of the first figure drawn may serve as an index of subject's sexual identification or as evidence of psychosexual conflicts or sexual inversion."—(L. D. Heathers)

921. Harrington, Robert Willard. *Prediction of maladaptive responses under conditions of habit-interference from Rorschach color responses.* *Dissertation Abstr.*, 1954, 14, 555.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

922. Heim, A. W. (Med. Res. Council Psychol. Laboratory, Cambridge, Eng.) *The appraisal of intelligence.* London: Methuen & Co. Ltd., 1954. vii, 171 p. 12s. 6d.—This book is "intended for those members of the community whose work brings them into contact with psychological tests or with their results: school teachers... psychiatrists and psy-

chiatric social workers, personnel managers, and employment officers." The author discusses the concepts of MA and IQ, meaning of intelligence, factor analysis, methods of validating tests, and of assessing their consistency. Other topics covered include speed and power, intelligence and environment, and flexibility versus rigidity. She offers a new definition of intelligence and suggestions for further work in appraising intelligence.—(H. Feifel)

923. Meiss, Robert. (U. Freiburg i/Br., Germany.) *Diagnostik der Persönlichkeit und Persönlichkeits-theorie.* (Diagnosis of personality and personality theory.) *Z. diagnost. Psychol.*, 1954, 2, 1-12.—The author traces the development of projective techniques, describes their characteristics, notes how different levels of personality may be explored by varied tests, and cautions that projective methods must not be substituted for clinical psychiatric diagnosis. While broad global judgments of personality are essentially accurate, development of more specific diagnostic and prognostic indicators is dependent upon further research in personality theory and differential refinement of projective techniques.—(H. P. David)

924. Hildon, Arnold H. (Washington U., St. Louis.) *Manual for Q-sort and Random Sets of Personal Concepts.* Webster Groves 19, Missouri: Author (628 Clark Ave.), 1954. 19 p. \$2.00.—Every word in the English language at the sixth grade level or below is equally available at each random selection from the dictionary. By use of random digit tables, unbiased sets of 50 items each were selected. These were assembled into decks of 50 cards to be used in Q-sort studies. These are called Random Sets of Personal Concepts, or RSPC. Six Random Sets are furnished. This makes it possible to determine the stability of Q-sort functions, such as *r*, in any investigation.—(G. C. Carter)

925. Hiltmann, Hildegard; Lossen, Heinz; Muchow, Brigitte; & Wewetzer, Karl-Hermann. (U. Freiburg im/Br., Germany.) *Verlaufsanalyse in der psychologischen Diagnostik.* (Sequential analysis in psychological diagnosis.) Bern: Hans Huber, 1953. viii, 142 p. SFR. 13.80.—Depth psychological, dynamic psychodiagnosis requires revised techniques for the interpretation of test protocols, if better understanding of the total personality, its strengths, weaknesses, and capacity for change, is to be obtained. Sequential analysis ("Verlaufsanalyse") is the method described in this volume. Lossen compares Rorschach and graphological data with 2 detailed case studies. Muchow discusses a fresh approach to Rorschach analysis with adolescents. Wewetzer and Hiltmann both offer papers dealing with the color-pyramid test.—(H. P. David)

926. Howard, Alvin R. (VA Hosp., Chillicothe, O.) *Further validation studies of the Wechsler Memory Scale.* *J. clin. Psychol.*, 1954, 10, 164-167.—In a pilot study, based primarily on Ss from a previous study, 11 patterns of signs from the WMS had very significantly differentiated organic psychotics from non-organic psychotics. In a cross-validation study based on 25 organic psychotics and 25 non-organic psychotics—mostly hebephrenics—who were matched

for age, period of hospitalization, and education, only one of the 11 sign patterns retained a satisfactory degree of predictive efficiency. It is felt that the value of the WMS for individual differential diagnosis remains questionable.—(L. B. Heathers)

927. Kantor, V. B. A validity study of a blind analysis and an attempt to integrate Rorschach findings with other test material. *Bull. Brit. psychol. Soc.*, 1954, 22, 22.—Abstract.

928. Kaufman, Lawrence Willard. Rorschach responses associated with experimentally induced anxiety. *Dissertation Abstr.*, 1954, 14, 187-188.—Abstract of Ph. D. thesis, 1953, Columbia U.

929. Koehn, J. D. A re-interpretation of the role played by colour in the Rorschach Test. *Bull. Brit. psychol. Soc.*, 1954, 22, 21.—Abstract.

930. Keyes, Edward J. (Rohrer, Hibler & Replogle, New York.) An experimental investigation of some sources of variance in the whole response to the Rorschach Ink Blots. *J. clin. Psychol.*, 1954, 10, 155-160.—The effect on W and W+ of two variables—presence or absence of training in perceptual organization and instructions as usual or to perceive wholes only—was studied through analysis of variance techniques using 4 treatment groups. Training contributed to the variance in W and W+ at the 1% level; instructions, at the 5% level for W, insignificantly for W+. The interaction of instructions and training was significant at the 5% level for both W and W+. The group receiving both training and instructions to perceive only wholes obtained very significantly higher W and W+ scores than the three other groups. The author concludes "W reflects both training in perceptual organization and an additional tendency or set to organize. These two factors interact, when present together, to produce an increase in the number of W and W+." 29 references.—(L. B. Heathers)

931. Klimowicz, Tadeusz. Eksperymentalna diagnostyka popędów. (Experimental diagnosis of drives.) *Zdrowie psych.*, 1950, 4(3-4), 77-95.—Description of the Szondi Test.—(M. Choynowski)

932. Krinsky, Martin L. (Elgin, Ill. State Hosp.) The Szondi test in a psychological battery; two case studies. *J. proj. Tech.*, 1954, 18, 47-59.—The use of the Szondi test in a battery including Rorschach, TAT, Wechsler-Bellevue, Figure Drawing, and Bender Gestalt is illustrated in two case studies. In these two examples "the Szondi happens to have particular merits which are not readily seen from the other tests."—(A. R. Jensen)

933. Light, Bernard M. (West Virginia U., Morgantown.) Comparative study of a series of TAT and CAT cards. *J. clin. Psychol.*, 1954, 10, 179-181.—"This study was an attempt to test Bellak's assumption that pre-adolescent children would more readily identify with animal figures than with human figures. To this end, five CAT and five TAT cards were alternately projected on a screen and a group of 75 fourth and fifth grade children with a mean age of 9 years 8 months were asked to write stories in response to the pictures. The stories were compared

and analyzed quantitatively and qualitatively with reference to the six criteria of length, feelings, conflicts, outcomes, themes, and figures introduced. Contrary to Bellak's assumption, this study suggested that for this particular age group, there was better identification with human figures than with animal figures."—(L. B. Heathers)

934. McReynolds, Paul. (V. A., Palo Alto, Calif.) The Rorschach concept evaluation technique. *J. proj. Tech.*, 1954, 18, 60-74.—The Rorschach CET is described. "It is a method in which the S is asked to evaluate 50 Rorschach concepts, and is scored according to standard procedures. Norms, based upon 228 normal Ss, are presented. The Technique appears to be useful as an auxiliary Rorschach tool.... This article may properly serve as a test manual."—(A. R. Jensen)

935. Markham, Sylvia. (Mt. Sinai Hosp., New York.) An item analysis of children's drawings of a house. *J. clin. Psychol.*, 1954, 10, 185-187.—136 children from kindergarten through the fourth grade were asked to draw a house in an individual testing situation. The drawings of 20 children at each age from 5 through 9 were analyzed for the frequency of occurrence of various drawing features. Comparing the frequency of occurrence of various features for the dull (N = 12) and the bright (N = 28) from the total group, three items were found significant at the 5% level. When the frequency of occurrence of given features for the six and seven year olds was compared with that of the eight and nine year olds, six items were significant at least at the 5% level; two of these were among the three items mentioned previously. "The house drawing appears to be an inadequate technique for measuring the intellectual level of a child."—(L. B. Heathers)

936. Migliano de Motte, Elena. Ensayo de la Escala Psicomotriz de Oseretsky con escolares uruguayos. (Oseretsky's Psychomotor Scale with Uruguayan children.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 234-241.

937. Moray Otero, S. El mental test del Fosforito. (Fosforito Mental Test) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 6-12.

938. Moser, Ulrich. The determination of the relative strength of masculine-feminine drives by means of the Szondi procedure. *J. proj. Tech.*, 1954, 18, 75-88.—A method is described for determining the relationship between the masculine and feminine tendencies in the Szondi profile. The drives represented by the Szondi factors are said to have a bisexual structure. Determining the proportion of M to F tendencies is useful in diagnosing sexual inversion, perversions, etc. Case examples are presented.—(A. R. Jensen)

939. Ortat, G. Hamishmout hodlognostit shel miyhan Wechsler etsel bealay ramot sihiyyot shonot. (The diagnostic value of the Wechsler-Bellevue test at different intelligence levels.) *M'gamot*, 1952/53, 4, 199-215.—The Wechsler scale was administered to 600 children in Israel in order to learn the influ-



ence of emotional disturbances on their intellectual achievements. There is, in general, an influence of the disorder on test achievements, depending of the level of intelligence. The disorder increases good results, but decreases bad ones.—(H. Ormian)

940. **Puttie, Frank A.** (U. Kentucky, Lexington.) **The effect of hypnotically induced hostility on Rorschach responses.** *J. clin. Psychol.*, 1954, 10, 161-164.—"The Rorschach responses of 14 Ss were studied when the test was given (a) under normal conditions and (b) with posthypnotically induced hostility toward E. Ss were classified in three groups according to their reactions in (b): those who showed more than a twofold increase in percentage of hostile content in their responses (eight Ss), those who were uncooperative and relatively unproductive (two), and those who showed neither of these changes (four). The last seven Ss used in the experiment were asked, after being given the test under normal conditions, what effect would be produced by hostility toward E, and their subsequent Rorschach responses were in accordance with their opinions. The results offer no support whatever to the theory that white-space responses and color responses are indicators of outwardly directed hostility."—(L. B. Heathers)

941. **Pazos Abolenda, Libro E.** **Test Concordia de Bernardo Serebrinsky.** (Bernardo Serebrinsky's Concordia Test) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 170-187.

942. **Pichot, P., Rennes, P., & Taver, G.** **Quelques considerations a propos des tests D. 48 et vocabulaire.** (Some considerations about D. 48 and vocabulary tests.) *Rev. Psychol. appl.*, 1953, 3, 395-405.—A study of the D. 48 test and the vocabulary test show that (1) results vary very little among sexes; (2) the cultural level and age factors show important variations among sexes; (3) the cultural level influences both tests in approximately the same amount; (4) the correlation between the tests is .65; (5) a method for estimating mental deterioration is presented.—(G. Benard)

943. **Plotrowski, Z.** **Tendances actuelles du Rorschach.** (The present trends of the Rorschach.) *Bull. Group. franç. Rorschach*, 1953, No. 3, 2-4.—Short review of some recent interpretations of color, chiaroscuro and movement responses.—(M. Choynowski)

944. **Pujol, M.** **Quelques observations sur l'application du Stenquist réduit a six objets.** (Some observations on the application of the Stenquist reduced to 6 objects.) *BINOP*, 1953, 9, 176-179.

945. **Rabin, Albert; Nelson, William, & Clark, Margaret.** (Michigan State Coll., E. Lansing.) **Rorschach content as a function of perceptual experience and sex of the examiner.** *J. clin. Psychol.*, 1954, 10, 186-190.—To study the effect of immediately previous perceptual experiences on Rorschach responses, the anatomy and sex responses of three groups of male college students were compared. One group (A) waited for the examiner in a room full of anatomical charts and medical photographs; another (S), in a room decorated with sexy pictures; another (control), in a

bare room. Comparing the experimental groups with the control group, anatomy responses did not increase for the A group but sex responses did increase almost significantly for the S group. The sex of the examiner had no effect on anatomy responses but had a very significant effect on the sex responses; the latter were very significantly more frequent with a male examiner than with a female examiner.—(L. B. Heathers)

946. **Renner, Maria.** **Der Wartegg-Zeichentest im Dienste der Erziehungsberatung.** (The Wartegg Drawing Test in the service of educational counseling.) München/Basel: Ernst Reinhardt, 1953. 60 p. Frs. 7.80.—In the first part of this book the interpretation of the Wartegg test, as elaborated by August Vetter, is presented in detail. This method is based on depth psychology and comprises the analysis of form (line, character of form, surface) and content. Second part is devoted to 23 examples pertaining to the differences in developmental level, sex and environment of tested children. 13 references.—(M. Choynowski)

947. **Reuchlin, M., & Valin, E.** **Tests collectifs du centre de recherches B. C. R.** (B. C. R. research center group tests.) *BINOP*, 1953, 9(3), 7-141.

948. **Rioch, Margaret J.** (Chestnut Lodge, Rockville, Md.) **The Mosaic Test as a diagnostic instrument and as a technique for illustrating intellectual disorganization.** *J. proj. Tech.*, 1954, 18, 89-94.—The Mosaic Test patterns of 100 psychiatric patients in various diagnostic categories were rated in terms of size and number of pieces used, number of separate gestalten, complexity of organization, and degree and integrity of organization. "The finished productions of the Mosaic Test are an inadequate instrument for detecting the presence of and for measuring the degree of personality disorganization in adults."—(A. R. Jensen)

949. **Russell, David Lawson.** **A comparison of racing, test, and sociometric methods of personality measurement.** *Dissertation Abstr.*, 1954, 14, 552-553.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

950. **Russell, George E.** **Wechsler-Bellevue vocabulary subtest items: revised order of words.** *Med. Technician. Bull.*, 1954, 5, 143-148.—The vocabulary subtest responses of 200 consecutive neuropsychiatric patients were used as the basis of a rearrangement of the vocabulary items. The author presents all of the items in a revised order as more satisfactory for military personnel. Many cases of change result from changes in common vocabulary since the original publication, e.g., harakiri moves from 34th to 17th place.—(C. M. Louttit)

951. **Salas, José.** **La exploración de la personalidad con el método de Rorschach.** (Exploration of personality by the Rorschach method.) *Rev. Psicol. gen. apl.*, Madrid, 1952, 7, 237-259.—The Rorschach has justified itself as the leading clinical and research instrument in the study of personality. Aspects of interpretation are discussed in some detail and a sample case is interpreted.—(G. B. Strother)

952. Salomon, Fritz. *Erfahrungen mit dem Z-Dispositivtest*. (Experiences with the Z-test slides.)

*Z. diagnost. Psychol.*, 1954, 2, 12-33.—The appropriateness of Zulliger's Z-test for psychiatric screening, rough evaluation of educational training, and sociological research is illustrated by the data reported from a study of North African Jewish children, 13-15 years old, who were temporarily housed in France while awaiting emigration to Israel. As part of a battery the Z-test was group administered, twice in succession, to 100 newly arrived children, 100 children in France for approximately 6 months, and 100 French teacher candidates. Problems encountered, comparisons to Rorschach and Behn test data, statistical and qualitative differences between repeated administrations, and between the several groups of subjects, etc. are discussed.—(H. P. David)

953. Schubert, Josef. *The stimulus value of the Szondi pictures: a theoretical and empirical study*. *J. proj. Tech.*, 1954, 18, 95-106.—Szondi tests on three groups of normal children of different ages and ethnic background show significant differences between the pictures with respect to their stimulus value, many being clearly liked or disliked, and some attracting more attention than others. "In spite of the fact that the groups do not differ in their reaction to the test factors.... The data analysis proved that Szondi test reactions are psychologically meaningful in terms of need theory regardless of ethnic background."—(A. R. Jensen)

954. Schulman, Irving. *The relation between the perception of movement on the Rorschach test and levels of conceptualization: an experimental study and theoretical analysis of thought processes involved in the perception of movement on the Rorschach test*. *Dissertation Abstr.*, 1954, 14, 303.—Abstract of Ph.D. thesis, 1953, New York U.

955. Secadas, Francisco. *El "test" de inteligencia P. M. A. de Thurstone*. (Thurstone's Test of Primary Mental Abilities.) *Rev. Psicol. gen. apl.*, Madrid, 1952, 7, 345-357.—An account of Thurstone's test of Primary Mental Abilities and a summary of work to date on a Spanish adaptation are outlined.—(G. B. Strother)

956. Shneidman, Edwin S. *TAT bibliography: supplement for 1953*. *J. proj. Tech.*, 1954, 18, 112-119.—Items 781-923.

957. Sloan, William. (Lincoln (Ill.) State School.) *A critical review of H-T-P validation studies*. *J. clin. Psychol.*, 1954, 10, 143-148.—Five validation studies on the H-T-P are discussed in detail. The author concludes that "the validation studies of the H-T-P are characterized by lack of clear, logical statements concerning the concept of validation. Inferences are made and are more frequently implicit than explicit."—(L. B. Heathers)

958. Snijders, J. Th. *De revisie van de Snijders-Oomen testschool*. (The revision of the Snijders-Oomen test scale.) *Gewein*, 1952-1953, 1, 22-26.—The revision and verification is briefly set out, of the

Snijders-Oomen test scale, for non-verbal intelligence testing chiefly for use with deaf-mutes.—(H. P. M. van der Hout)

959. Soakin, William F. (U. Chicago, Ill.) *Frames of reference in personality assessment*. *J. clin. Psychol.*, 1954, 10, 107-114.—"Attention is called to the interaction of datum and observer in certain types of testing or measurement procedures. When judgments are the measures used in validation studies, it is the product of the datum-observer interaction which is being validated and not the instrument by which the subject's performance is elicited." To illustrate this point, ratings from the VA-sponsored assessment of first year clinical students at Michigan were reviewed. In general, peers rated each other much more favorably than the judges rated the students, ratings made by judges after group discussions were more favorable than ratings made by individuals prior to group discussions, judges tended to rate—or "understand"—students they knew much about more leniently than those they knew little about.—(L. B. Heathers)

960. Stanley, Julian C. (U. Wisconsin, Madison.) *Study of Values profiles adjusted for sex and variability differences*. *J. appl. Psychol.*, 1953, 37, 472-473.—To make possible the construction of intra-individual profiles on the Allport-Vernon Study of Values, a centile table is presented, calculated on the published norms, showing the percentile equivalents for men and women separately for scores on each of the six scales of the test. Cautions in the use of the table are pointed out.—(P. Ash)

961. Stern, E. *Le test de Rosenzweig on neuro-psychiatrie infantile*. (Rosenzweig's test in child neuropsychiatry.) *Psyché, Paris*, 1954, 87, 35-46.—A presentation of the Child P-F Test with sections on the materials, applications, nature, observations during test administration, evaluation of responses, diversity of responses, and examples. Stern uses modified directions in which the captions are translated and the examiner does the recording. He tends to disregard the quantitative results preferring the qualitative information elicited. While feeling that this test provides more restricted information than either the Rorschach or the TAT, he considers it an important test for rapid assessment of such areas as: attitudes towards parents and peers, guilt feelings, and behavior.—(R. H. Dana)

962. Trankell, Arne. *Personlighetspsykologiens tillförlitlighet vid praktiska tillämpningar*. (The trustworthiness of the psychology of personality with practical modifications.) *Nord. Psykol.*, 1954, 6, 31-33.—The 20 students in a course in experimental psychology were informed that their handwriting would be analyzed by a graphologist. All these students had had considerable previous education. The mean age was 26 years. 9 considered the graphological approach "very good," the remaining 11 described it as "applicable." Personality sketches written by the graphologist were, without the students'

knowledge, identical. In judging these descriptions of themselves, 9 rated them "correct and surprisingly well formulated," 2 "correct," 8 "generally correct," and 1 was quite sceptical. The psychologist should be cautious when making personality descriptions, especially if he is working with projective tests.—(B. Karlson)

963. Von Krovelen, Alice. (Hollins Coll., Va.) **Some effects of subject-examiner interaction on projective test performance.** *J. proj. Tech.*, 1954, 18, 107-109.—The performance of 19 adult female Ss on the Szondi test when it was self-administered and when it was administered by an examiner were compared. When the test was self-administered: (1) The Ss were more consistent, (2) they showed more plus-minus reactions, and (3) the sum of the open and plus-minus reactions was greater. "Contrary to Deri's findings... this study indicates that Ss were more likely to show sudden changes in their reactions to the photographs when the test was administered by the examiner."—(A. R. Jensen)

964. [Various.] **Cuadro estadístico de medición del Psicodiagnóstico Mielkinético de Mira.** (Statistics of measurement of Mira's Myokinetic Psychodiagnostic.) *Arch. Lab. Psicopedagog.* Montevideo, 1949, 5, 217-223.

965. Vollebergh, J. J. A. **De betekenis der origineel- en vulgoir-antwoorden in de Rorschach-test.** (The significance of the original and vulgar answers in the Rorschach test.) *Gauein*, 1952-1953, 1, 9-12.—The classifying and evaluation of the O and V answers in the Rorschach are dealt with, as well as the evaluation of those answers which are neither O nor V.—(H. P. M. van den Hour)

966. Vuyk, Rita. **Plaatjes als hulpmiddel bij het kinderpsychologisch onderzoek.** (Images as an aid in psychodiagnostic work with children.) Leiden: Stenfort Kroese, 1954. 177 p. Hfl. 8.90.—The study is limited to the use of pictures in verbal intelligence scales of the Biner-Simon type and apperceptive tests, in particular Bellak's Children's Apperception Test (CAT) and Jackson's Test of Family Attitudes. Comparing the results of CAT and Jackson's Test of Family Attitudes it was found that the latter gives more information concerning the attitude of the father, the conflicts between the parents and problems of sibling-rivalry; whereas the CAT shows more of the unacceptable tendencies, of tears and of sexual problems. Using projection in the widest sense of the word all reactions to the test may be called projections. 42 references.—(M. Dresden)

967. Weisgarber, Charles A. (U. Detroit, Mich.) **Norms for the Minnesota Multiphasic Personality Inventory with student nurses.** *J. clin. Psychol.*, 1954, 10, 192-194.—T-score norms, corrected for K, are given for nurses. The norms were based on 168 student nurses enrolled in a three-year program at two hospitals affiliated with Loyola University.—(L. B. Heathers)

(See also abstracts 72, 75, 76, 77, 78, 528)

## TREATMENT METHODS

968. Ackerman, Nathan W. **Some structural problems in the relations of psychoanalysis and group psychotherapy.** *Int. J. Group Psychother.*, 1954, 4, 131-145.—Psychoanalysis and group psychotherapy are not identical. In psychoanalysis the emphasis is on conflicts emerging from the autistic, magic-minded component of the psyche. In group psychotherapy the emphasis is on disturbances which emerge from the socialization process. Thus, in psychoanalysis the personifications of reality are vague, whereas in group psychotherapy certain patterns of social reality are an ever-present force. In the former there is an immunity against retaliation, in the latter there is a tangible social reality. Although the psychodynamics of each are the same, the structural characteristics of the group alter the relations among them. Transference, resistance, and defense, especially are differently organized in a group.—(N. M. Locke)

969. Adler, Morris H., & Gates, Phillip H. (Tufts Coll., Medford, Mass.) **Veteran status complicating psychotherapy.** *J. nerv. ment. Dis.*, 1954, 119, 52-60.—This paper attempts to clarify and elaborate on features which distinguish neurotic veterans from civilian patients as well as discussing differences in self-perception between normal veterans and those with neuropsychiatric disabilities. The authors also discuss the use people (both veterans and non-veterans) make of medical rehabilitation of veterans to express attitudes unrelated to such treatment.—(J. A. Stern)

970. Allison, Harry W., & Allison, Sarah G. (U. Oklahoma, Norman.) **Personality changes following transorbital lobotomy.** *J. abnorm. soc. Psychol.*, 1954, 49, 219-223.—From the Rorschach findings presented, it can be inferred that "transorbital lobotomy results in a lessening of inner tension, a lessening of introspective self-awareness and insight, and a loss of ardent enthusiasm and active interest." A significant increase in W% is interpreted as some change in apperception.—(L. N. Solomon)

971. Angel, J. M. **La thérapeutique par le sommeil. Physiopathologie. Technique. Indications.** (Sleep therapy. Physiopathology. Technique. Indications.) Paris: Masson et Cie., 1953, 152 p.—The author approaches his subject from the combined standpoint of the Soviet reflexological corticovisceral physiology and western psychosomatic medicine, which he considers similar and parallel. In the first part he discusses in detail the foundations of Pavlovian physiology, reviews criticisms directed against it and presents his objections against them, and points to the convergence of the corticovisceral medicine and psychosomatic medicine. Second part is devoted to the problem of reflexological pathology and sleep, both normal and therapeutic. In the third part technique, contra-indications and indications for sleep therapy in general medicine, surgery, neurology and psychiatry are presented. 141-item bibliography.—(M. Choynowski)



972. **Behr, Zalmon.** *Consciousness and practice in rational psychotherapy.* *Sci. & Soc.*, 1953, 17, 193-210.—The author submits to severe criticism the premises and practice of psychoanalytic psychotherapy, illustrating his objections with examples, and outlines the principles of rational psychotherapy. "It is this kind of 'cure' that the rational therapist strives for: that the patients' consciousness shall accurately reflect reality. Such an accurate reflection creates the internal necessity not merely to adjust to (Freudian), or to reform (Culturalist) society: but at this moment in history radically to change it (Rational)." "When the rational psychotherapist strives for fundamental change in an individual, he is striving to create a basic change in his patient's conceptual outlook through conscious progressive activity. This... reflects the existence of changing social history and man's role in that change.... To the extent that our patients actively participate with correct theory in changing outside history, to that extent their own personal life changes."—(M. Choynowski)

973. **Bergler, Edmund.** *Post-analytic misuse of pre-analytic symptoms.* *Psychoanal. Rev.*, 1954, 41, 191-196.—If a patient returns after analysis with a new crop of old symptoms, the analyst should refuse to continue if the analyst is convinced that the masochism of the patient was sufficiently analyzed. A self-allotted share of psychic masochism is beyond therapeutic reach.—(D. Prager)

974. **Bractyd, Trygve.** *Fundamentals of psycho-analytic technique.* New York: John Wiley, 1954. xi, 404 p. \$6.00.—The basic ability of psychoanalysts is the ability to modify the therapeutic approach according to the needs of the patient. The analyst proceeds as physiotherapist as well as psychotherapist when necessary. Chapters on love as the basis for personal psychotherapy, orthodox analysts and dissenters, time and growth, activity and passivity, words and action, relaxation and spontaneity, fear and symptoms, life and death, diagnosis and responsibility, and the science of interpretation. References.—(D. Prager)

975. **Branch, C. H. Hardin, & Korner, Ija M.** (U. Utah, Salt Lake City.) *The "latency stage" in psychotherapy.* *J. nerv. ment. Dis.*, 1953, 118, 153-160.—"An arbitrary division of the psychotherapeutic process into steps or stages is suggested. One of these stages, designated the 'latency stage' is discussed in some detail. This period is characterized by relative inactivity on the part of the patient, a return to earlier defense mechanisms, and often the reappearance of the initial symptoms. Toward the end of this period the movement of the patient is likely to be jerky, leading from one sudden, almost explosive, burst of insight to another and in some cases to the termination of therapy, explosive psychotic episodes, or suicide. Since the important point in this period appears to be development of an adequate relationship between the therapist and the patient, this period could and should be utilized by the therapist to clarify and strengthen in every possible way the relationship

developing between himself and the patient."—(M. L. Simmel)

976. **Bromberg, Walter.** *Man above humanity: a history of psychotherapy.* Philadelphia: Lippincott, 1954. xiii, 342 p. \$5.75.—"Though psychotherapy today is an identifiable group of activities clustering around knowledge of man's psychic apparatus, it had no conscious beginning as such.... The history of mental healing is the history of continuous adaptations to problems of living...." In this volume the author traces the history of man's attempts to cure his ills by magic, witchcraft, and faith, and the variety of methods of dealing with the mentally ill from exorcism to incarcerations and restraint, to modern psychotherapy and biotherapies. It is only a century and a half since medicine began to show an interest in the treatment of the mentally ill. The culmination of psychotherapeutic methods lies in the psychodynamics of Freudian psychoanalysis. This system, as well as variant and other psychotherapeutic and biotherapeutic methods, in current use are reviewed. Extensive bibliographic footnotes.—(C. M. Louttit)

977. **Brown, George H.** (New York U.) *Hypno-therapy—its history and current uses.* *Psychol. Newslett.*, 1953, No. 50, 1-19.—A general discussion of the use of hypnotherapy with special emphasis placed upon the techniques of Wohlberg. A section of the article deals with the current uses of the technique of hypnotherapy.—(D. S. Leeds)

978. **Brown, Warren T.** *Principles of psychotherapy.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 259-264.—"The problem of psychotherapy from the viewpoint of the medical educator" is outlined. Discussion.—(N. H. Pronko)

979. **Butler, John M.** (U. Chicago, Ill.) *Prospects and perspectives in psychotherapeutic theory and research.* In *Kentucky Symposium, Learning theory, personality theory, and clinical research*, (see 29: 537), 114-128.—Contributions to the theory and practice of psychotherapy that might accrue from the translation of psychotherapeutic propositions to those of learning theory are discussed. "The main advantage theory-wise appears to be the possible reduction of disjoint propositions to a common frame of reference to the effect that new possibilities may appear and be explored systematically. The main contribution of the techniques of investigation involved in the learning laboratory seems to be confined at present to the objective study of the outcomes of psychotherapy."—(L. N. Solomon)

980. **Conn, Jacob H.** (2325 Eutaw Place, Baltimore, Md.), & **Brickner, John G.** *Multiple transference relationship therapy in an open staff hospital.* *J. nerv. ment. Dis.*, 1953, 118, 51-60.—The case history of a 57 year old woman with symptoms of conversion hysteria is presented. Treatment by two physicians, a resident and a supervising psychiatrist is discussed together with factors in the hospital setting which the patient utilized in her recovery. The authors discuss their experience in the light of similar discussion by other authors.—(M. L. Simmel)

981. **Cutler, Richard Loyd.** The relationship between the therapist's personality and certain aspects of psychotherapy. *Dissertation Abstr.*, 1954, 14, 709-710. —Abstract of Ph.D. thesis, 1954, U. Michigan.

982. **de Ormaseñan, Jose Luis.** Psicoterapia Kretschmeriana: sugestión, psicoanálisis y entronamiento. (Kretschmerian psychotherapy: suggestion, psychoanalysis and training.) *Rev. Psicol. gen. apl. Madrid*, 1952, 7, 261-270. —Kretschmer does not reject psychoanalytic therapy but regards it as one means to an end. Since in the Kretschmerian point of view, the work of psychotherapy is to harmonize within the individual and in relation to the environment the constitutionally conditioned personality, analysis may be of value in dealing with certain conditions, but the pursuit of memories and complexes into early childhood and infancy may be not only useless but harmful. The real aim of psychotherapy is to produce reactions which harmonize with the internal laws of the patient's makeup. —(G. B. Strother)

983. **Driver, Helen Irene.** Multiple counseling... a small-group discussion method for personal growth. Madison, Wis.: Monona Publications, 1954. 280 p. \$5.00. —"The successful use of this method with [121] participants in [15] group projects has convinced the author of the practical value of the procedures for various types of client-groups." The multiple counseling method is "not a substitute for individual psychotherapy [although] it may be so used by de-emphasizing the 'educational' and 'encouragement' aspects in favor of forcing self-revelations and other psychotherapy and psychodramatic procedures." Tripartite division of the text concerns: Organization and procedures in personal growth projects using group discussion; Effective leadership in multiple counseling projects; Multiple counseling techniques and materials. Summaries of the 15 group projects constitute the appendix. 118-item bibliography. —(A. R. Howard)

984. **Fernandes, Bonuhons.** As modificações da personalidade na leucotomia pre-frontal. (Personality modifications in pre-frontal leucotomy.) *J. brasil. Psiquiat.*, 1953, 2(1), 15-36. —Advantages coming from pre-frontal lobotomy are significant. In a high rate of cases doomed as incurable, it made possible their reeducation and readaptation to the hospital or home and social environment. Persons opposed to the use of this technique are viewed as being disdainful of empiricism. Choice of Leucotomy as a therapeutic technique does not, however, mean renunciation or underrating other methods of therapy. English and French summaries. —(G. S. Wieder)

985. **Flacher, Harvey Jay.** Dianetic therapy: an experimental evaluation. A statistical analysis of the effect of dianetic therapy as measured by group tests of intelligence, mathematics and personality. *Dissertation Abstr.*, 1954, 14, 390. —Abstract of Ph.D. thesis, 1953, New York U.

986. **Gondor, Emory L.** (New York Med. Coll.) Art and play therapy. Garden City, N. Y.: Doubleday &

Co., 1954. 61 p. 95¢. —"The use of play situations and art materials by a therapist, in his work with a child, is to provide a medium of communication that may make it easier for the child to reveal his difficulties." The theoretical basis of therapy is briefly discussed, stressing the importance of the child-therapist relationship. The "Cut-Out Zoo" is described as a projective technique which utilizes paper animal figures. The application of art materials in the therapeutic setting is described and illustrative case histories are included. 54 references. —(M. M. Reece)

987. **Grunwald, Hanna.** (Brooklyn (N. Y.) Bureau of Social Service.) Group counseling in a casework agency. *Int. J. Group Psychother.*, 1954, 4, 183-192. —Counseling groups are selected on the basis of situational conflict and similarity of functioning in areas of ego intactness. The dynamics and results of work with groups of young adolescent boys recently discharged from an institution, with young adults, and with mothers' groups are given. —(N. M. Locke)

988. **Hiler, Edward Wesley.** An investigation of psychological factors associated with premature termination of psychotherapy. *Dissertation Abstr.*, 1954, 14, 712-713. —Abstract of Ph.D. thesis, 1954, U. Michigan.

989. **Hirschfeld, Gerhard R.** (Walter Reed Army Med. Center, Washington 12, D. C.) Nonconvulsive electrostimulation. *J. nerv. ment. Dis.*, 1953, 117, 323-328. —The technique of nonconvulsive electrostimulation is described together with the physiological responses during the stimulation, the affective responses immediately following stimulation and the clinical results. Close integration of psychotherapy with electrostimulation is essential. The author limits the treatment to certain forms of anxieties where "autonomic imbalance is a dominant feature." 19 references. —(M. L. Simmel)

990. **Hochheimer, Wolfgang.** Zur Analyse des therapeutischen Feldes. (Contribution to the analysis of the therapeutic field.) *Psyche, Heidel.*, 1954, 7, 648-675. —An analysis of the process and problems of individual psychotherapy in terms of Lewinian field theory. Spatial and temporal features, milieu influences, and the changing private worlds of the two participants are considered in connection with their effect on the therapeutic process. The therapist functions as a catalyst in this field that promotes self-help, self-discovery, and self-activity of the patient. English summary. —(E. W. Eng)

991. **Hulse, Wilfred C.** The role of group therapy in preventive psychiatry. *Proc. 4th int. Congr. ment. Hlth*, 1951, 193-205. —The steps are traced that lead from "a therapy for the individual to a therapy for groups and from group therapy to therapy for human society." Discussion. —(N. H. Pronko)

992. **Huston, P. E.** The relations of psychiatry and psychology. *Amer. J. Psychiat.*, 1954, 110, 814-816. —Some general propositions are stated in order to clarify the psychiatrists' attitudes toward the role of the nonphysician in psychotherapy. —(N. H. Pronko)

993. Jenkins, Richard L. (V. A., Washington, D. C.) **Breaking patterns of defeat: the effective readjustment of the sick personality.** Philadelphia: Lippincott, 1954. xviii, 270 p. \$6.75.—From a broad and eclectic approach, common self-defeating patterns of living are systematically discussed with a view toward understanding and overcoming them. The book is addressed "to students of human personality and for those entering their training as professional workers in human adjustment in particular—psychiatrists, psychologists and social workers."—(N. H. Pronko)
994. Johnson, Adelaide M. (Chm.) **Psychoanalysis and psychotherapy: dynamic criteria for treatment choice.** *J. Amer. Psychoanal. Ass.*, 1954, 2, 346-350.—Chassell believes that the flexible and responsive therapist perceives the relationship needed by the patient for growth resumption and finds himself behaving genuinely as a healthy foster parent without strained role playing. The patient often comes with conscious needs. The therapist refuses to allow the patient to repeat a traumatic pattern.—(D. Prager)
995. Kemper, Werner. **Die Gegenübertragung.** (Countertransference.) *Psyche, Heidel.*, 1954, 7, 593-626.—Following a conceptual analysis of transference, countertransference is discussed in detail under (1) conscious attitudes and activity favorable for the analysis, and (2) contributions of the analyst detrimental to the analysis. The "danger points" of countertransference, especially for the beginning analyst, are discussed in detail with examples from the writer's experience as a training analyst. Just as Freud made use of transference for the benefit of the analysis, so the analyst can utilize his own minimal countertransference reactions for the benefit of the analysis by discovering what in the patient provoked his own inappropriate reaction, the patient's unconscious motivation for this, and the reasons for his, the analyst's, own particular feeling reaction.—(E. W. Eng)
996. Klapman, J. W. **Observations on group psychotherapy and personality resynthesis in postlobotomy patients.** *Int. J. Group Psychother.*, 1954, 4, 146-153.—Badly regressed lobotomies show slight gain in group psychotherapy, and the method holds promise of arresting further deterioration. Group psychotherapy makes ward management easier.—(N. M. Locke)
997. Kline, Carl L. **Recognizing emotional problems in adolescent girls.** *Wis. med. J.*, 1953, 52(9), 482-486.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1327, abs. 13570.)
998. Konopka, Gisela. (U. Minnesota, Minneapolis.) **Group work in the institution; a modern challenge.** New York: Whiteside, 1954. xxiv, 304 p. \$4.50.—Written for both professional and lay persons interested in institutions, the author discusses the role of institutions in modern society, and social group work as science and art. This is followed by a discussion of social group work in institutions for: (1) children, (2) unmarried mothers, (3) handicapped children, (4) juvenile delinquents, (5) the aged, (6) and social group work in prisons.—(L. B. Costin)
999. Loewenstein, Rudolph M. (Chm.) **Defense mechanisms and psychoanalytic technique.** *J. Amer. Psychoanal. Ass.*, 1954, 2, 318-326.—It is undesirable and impossible to separate theory and practice. Defense processes are the means by which the ego deals with rejected instinctual derivatives. Defenses refer to methods at the disposal of the ego independent of the analytic situation. Resistance refers to a special manifestation during the interpersonal relationship of a transference situation. New understanding of ego psychology is to be correlated with the established knowledge of the analysis of instinctual derivatives.—(D. Prager)
1000. Lovett Daust, John W., & Schneider, Robert A. **Rhythmic sensory bombardment therapy (R. S. B.T.): a new treatment for patients with psychiatric disorders.** *Amer. J. Psychiat.*, 1954, 110, 854-855.—Abstract.
1001. Maduna, L. J. (U. Illinois, Chicago.) **The mode of action of carbon dioxide treatment in human neuroses.** *J. nerv. ment. Dis.*, 1953, 117, 39-42.—The author briefly considers 4 different modes of beneficial reactions to CO<sub>2</sub> treatment: (1) simple decreasing and disappearance of the symptoms; (2) direct abreaction of pathogenic emotions; (3) indirect abreaction; (4) spontaneous analysis and reintegration. On the somatic level 2 groups of phenomena can be distinguished, neurophysiologic changes and endocrinologic changes produced by CO<sub>2</sub>. The author assumes that a neurotic condition is a failure of homeostasis. CO<sub>2</sub> treatment cures psychoneurotic conditions through increasing the threshold of stimulation in the pathologically reverberating circuits. 20 references.—(M. L. Simmel)
1002. Mondex, Mario A., Guerra, Luis A., & Allaga L., Pedro. **Tratamiento por excitación eléctrica sensitivo-sensorial de la esquizofrenia y de los síndromes maniaco-depresivos.** (Treatment of schizophrenia and manic-depressive syndromes by electric sensory-sensitive stimulation.) *Rev. Neuro-Psiquiat.*, Lima, 1953, 16, 159-182.—The use of electric sensory-sensitive stimulation by means of interrupted galvanic or pulsatory currents is described as a new method in the treatment of psychiatric disorders. This electrical stimulation is applied under the influence of drugs acting on the central nervous system. Good results can be produced without the inducement of convulsive seizures. The results of such treatment in 23 cases were described in detail. Gradual psychological integration of the patient without adverse effects in other areas is one cardinal advantage of this method.—(R. M. Frumkin)
1003. Millán, Alfonso. **Conclusions of the International Congress of Psychiatry, Paris, 1950.** *Proc. 4th int. Congr. ment. Hlth.*, 1951, 56-57.—The therapeutic methods discussed at the Paris conference are presented. It is pointed out that both shock treatment and psychoanalysis have their own special and appropriate fields of application. The same Congress is criticized as having failed to define the role of



psychiatry in the field of mental hygiene.—(N. H. Pronko)

1004. **Möller-Braunschweig, Carl.** *Zur Methodik und Technik in der Praxis der Psychoanalyse.* (Contribution to the method and technique of psychoanalytic practice.) *Psyche, Heidelberg*, 1954, 7, 676-688.—The personal characteristics of an effective analyst are an unswerving interest in understanding, a conviction of man's constructive capacities, a respect for the individual, and capacity for joy and love. The analyst, through his "distance," is able to free the analysand from the captivity of his past as it appears in the transference. Through this same distance, the analyst resolves the distortions introduced by his own counter-transferences. The difficulties of "the basic rule" are discussed, and flexibility in its emphasis cautioned.—(E. W. Eng)

1005. **Murray, Edward J.** (Yale U., New Haven, Conn.) *A case study in a behavioral analysis of psychotherapy.* *J. abnorm. soc. Psychol.*, 1954, 49, 305-310.—A content analysis guided by the points of view of psychoanalytic theory and learning theory was made of the verbalizations from the case history of a 24-year-old male. The content categories utilized were concerned with motivation and defense.—(L. N. Solomon)

1006. **Pocella, Bernard L., Deltolo, Joseph, & Cerulli, Reme R.** (Columbia U., New York.) *Subconvulsive metrazol therapy.* *J. nerv. ment. Dis.*, 1953, 117, 50-54.—"Of 30 psychiatric patients treated with intravenous subconvulsive metrazol injections, 3 exhibited remission of depressive symptoms. Case histories of these 3 patients are reported. They were all characterized by 'fluid' or 'light' depressions. Subconvulsive metrazol treatment may be attempted in individuals who are not fit candidates, because of physical disability, for electric convulsive therapy. The treatment is probably ineffective in the severe or prolonged depressive reactions, although it may tend to diminish motor restlessness and agitation. Its use in schizophrenic patients and in psychoneurotic patients with obvious anxiety manifestations does not seem advisable."—(M. L. Simmel)

1007. **Parrish, Marguerite M.** (Pontiac (Mich.) State Hosp.) *The development of a psychodrama program.* *J. psychiat. soc. Wk.*, 1954, 23, 156-158.—The author discusses (1) selection and orientation of staff members to work in a psychodrama program; (2) personality and role of the director; (3) the auxiliary egos, who function as actor, therapeutic agent, and social investigator; (4) patient selection for individual and group treatment method; (5) use of reality and of make-believe in developing therapeutic situations; (7) casting of patients; (8) working toward goals.—(L. B. Costin)

1008. **Peterson, Arnold O. D.** (Pennsylvania State U., State College.) *A comparative study of Rorschach scoring methods in evaluating personality changes resulting from psychotherapy.* *J. clin. Psychol.*, 1954, 10, 190-192.—"The writer applied the Rorschach

evaluation methods (sign lists) of Muench, Haimowitz, and Carr to pre- and post-therapy Rorschach records of 42 subjects of the Psychotherapy Research Group of the Pennsylvania State University. An independent, objective criterion of success in therapy was a composite criterion score derived by Tucker for each subject. Tucker's individual criterion scores were correlated with the Rorschach change scores of Muench, Haimowitz, and Carr in two ways: (a) as improvement-decrement changes, and (b) as change's in normalcy gain scores." All the obtained correlations were close to zero. Muench's list did not, as expected, prove any more adequate than the other two lists.—(L. B. Heathers)

1009. **Pratt, Joseph H., & Johnson, Paul E.** *A twenty year experiment in group therapy.* Boston: New England Medical Center (25 Bennet St.), 1950. [96 p.]—In 1930 Dr. Pratt started classes with a group therapy function at the Boston Dispensary after analysis revealed that over a third of the outpatients seen had psychosomatic complaints. In an introduction Johnson describes the classes and lists 8 procedures considered of therapeutic significance in their operation. The remainder of the publication is reproductions of 9 articles published between 1934 and 1949 which deal with the program.—(C. M. Louttit)

1010. **Rockberger, Harry.** *The effectiveness of a Rorschach prognostic scale for predicting results in psychotherapy: a study of the relationship between a Rorschach prognostic rating scale and the improvement status of psychoneurotic and ambulatory schizophrenia veterans undergoing individual psychotherapy.* *Dissertation Abstr.*, 1954, 14, 399-400.—Abstract of Ph.D. thesis, 1953, New York U.

1011. **Rosenzweig, Saul.** (Washington U., St. Louis, Mo.) *A transvaluation of psychotherapy: a reply to Hans Eysenck.* *J. abnorm. soc. Psychol.*, 1954, 49, 298-304.—In an attempt to answer Eysenck's contention that "the figures fail to support the hypothesis that psychotherapy facilitates recovery from neurotic disorder," the author re-examines three vital questions: What is psychoneurosis? What is psychotherapy? and What is improvement or recovery?—(L. N. Solomon)

1012. **Rothenberg, S.** (175 Eastern Parkway, Brooklyn, N. Y.) *Present-day challenge to psychiatrists.* *J. nerv. ment. Dis.*, 1953, 117, 112-122.—This is a brief review of the sources and effects of various present-day therapies of psychiatric patients.—(M. L. Simmel)

1013. **Silbermann, Maximilian, & Ranschoff, Joseph.** (Columbia U., New York.) *Medico-legal problems in psychosurgery.* *Amer. J. Psychiat.*, 1954, 110, 801-808.—Medico-legal aspects of psychosurgery are discussed as they pertain to the patients', surgeon's and relatives' legal status. 25 references.—(N. H. Pronko)

1014. **Steinboch, Margarita.** *El problema clinico del transfer.* (The clinical problem of transference.) *Rev. Psicol. gen. apl., Madrid*, 1953, 8, 45-46.—Review and summary of the special number of *Rev.*

*franç. Psychanal.*, 1952, 16, numbers 1 & 2.—(G. B. Strother)

1015. Tolland, George A., & Clark, David H. (Maudsley Hosp., London.) **Evaluation of topics in therapy group discussion.** *J. clin. Psychol.*, 1954, 10, 131-137.—A 15-item list of topics was given to several small groups of out-patients, primarily neurotics, who had been in analytic group therapy for some time. S's indicated their reactions to the discussion of these topics by choosing the 5 least and the 5 most helpful topics, the 5 most disturbing topics, and the topics, up to 5, whose discussion hindered therapy. These judgments were made relative to the group progress and then the individual's progress. In general, there was considerable agreement between group-focused and individual-focused judgments. The items were also ranked by 35 psychologists as to the degree of intimacy required between persons before the topics, if personal problems, would be discussed. The r between this average ranking and the patients' average ranking for helpfulness was .69.—(L. B. Heathers)

1016. Tes, H. A. **Existential-Analyse on Logotherapie.** (Existential-analyses and logotherapy.) *Ned. Tijdschr. Psychol.*, 1953, 7, 505-524.—A picture of Victor E. Frankl's work, which could be a guiding principle for man in the search of the sense of existence in our world.—(M. Dresden)

1017. Thompson, Lloyd J. **Group methods in the prevention and treatment of mental disorders.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 186-192.—Mental health activities as they are administered in discussion groups with expectant and postpartum mothers are described. Other programs that have been, and can be, employed are proposed as aspects of a mental hygiene program.—(N. H. Pronko)

1018. van de Loo, K. J. M. **De non-directieve stroming in de psychotherapie.** (The non-directive trend in psychotherapy.) *Gauein*, 1952-1953, 1, 3-8, 27-31; 50-57.—The following aspects of C. Rogers' client-centered therapy are briefly treated: its origin, its basic foundation, character and aim, the role of the counsellor and certain technical and clinical aspects. Subsequently (p. 52-56) the therapy is evaluated. Apart from the many valuable elements the weaker points are also mentioned such as the rejection of the personal case history analysis, the anxious avoidance of any and every form of negativism and hostility, and the danger that only the symptoms will be touched upon and not the underlying motives of the patient's maladjustment.—(H. P. M. van den Hout)

1019. Wilkinson, William E. **Subcoma, coma, and convulsive carbon dioxide therapy.** *U. S. Armed Forces med. J.*, 1953, 4, 719-724.—"The symptoms of nervous and mental illnesses are frequently relieved by the administration of carbon dioxide.... Simple depressive mood disturbances seem to respond best to subcoma or to coma therapy depending on whether the symptoms are indicative of overactivity of the parasympathetic or of the sympathetic systems respectively.

"Obsessive-compulsive states, manic states, agitated depressions, and paranoid conditions are sometimes relieved by subconvulsive coma therapy but seem to respond best to convulsive therapy."—(G. H. Crampton)

1020. Wilson, Barbara, & Cooper, Joseph. **The limits of rational psychotherapy.** *Sci. & Soc.*, 1953, 17, 351-355.—This is a sharp criticism of Behr's claims for rational psychotherapy. "To credit psychotherapy with the power which Behr claims for it suggests the same fallacy as is found in Freudian idealist psychoanalysts who claim that social issues can be solved by psychoanalyzing individuals.... It is important to correct the mechanical leftist attacks upon psychotherapy. A materialistically oriented psychotherapy has a socially useful if limited function. It is necessary, however, also to avoid the opposite error of making claims for psychotherapy that are qualitatively beyond its scope."—(M. Choynowski)

1021. Wolstein, Benjamin. **Transference: its meaning and function in psychoanalytic therapy.** New York: Grune & Stratton, 1954. xiii, 199 p. \$5.00.—This book "is the result of confronting Freud's last theory of transference with current theory and practice." New perspectives for viewing the therapeutic functions of transference are presented. Transference is removed from the final status given it by Freud and an operational definition of it is constructed and supported. The psychoanalytic and philosophical tradition in which the author places his thought is associated with the names Erich Fromm, Frieda Fromm-Reichmann, Harry Stack Sullivan, Clara Thompson, William James, John Dewey, and George Herbert Mead. 37 references.—(E. G. Aiken)

1022. Ziskind, Eugene. **Provision for psychotherapy and the training of psychotherapists.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 251-258.—The following three problems are dealt with: provision for psychotherapy, the training of the specialist psychotherapist and training in psychotherapy for the general medical practitioner. From experiences at the Cedars of Lebanon Hospital certain recommendations are made to training institutions.—(N. H. Pronko)

1023. Zubin, Joseph. (Columbia U., New York.) **Evaluation of therapeutic outcome in mental disorders.** *J. nerv. ment. Dis.*, 1953, 117, 95-111.—The author discusses the difficulties in evaluation of treatment of psychiatric patients. He suggests that "in order to make comparisons possible between the various types of therapy now in vogue, it is highly desirable that a center be established where a standard population of patients might be housed.... This standard population of patients would serve as the proving ground for the relative efficacy of the various types of treatment now in use. In various centers of the country specific varieties of psychotherapy, somatotherapy, or psychoanalysis could be tried out on comparable groups possessing the same characteristics as the standard population." 49 item bibliography.—(M. L. Simmel)

(See also abstracts 141, 1221, 1281)

## CHILD GUIDANCE

1024. **Aguilero, Augusto.** (Catholic U., Washington, D. C.), & **Keneally, Katherine G.** School failure—psychiatric implications. *J. Child Psychiat.*, 1954, 3, 88-92.—A survey of children seen at the clinic of the Child Center at Catholic University indicates that school failure is one of the most frequent reasons for referral. The causes of school failure are listed as psychological, psychodynamic, organic, and educational. The methods used in dealing with such children are described.—(C. M. Louttit)

1025. **Andriolo, Joseph.** A comparative study of non-truant and truant children. *Dissertation Abstr.*, 1954, 14, 564.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1026. **Burmeister, Eva.** (Lakeside Children's Center, Milwaukee, Wis.) **Roots for the family: building a center for the care of children.** New York: Columbia University Press, 1954. 203 p. \$3.25.—A detailed account of the change from a large one-building "home" to a modern cottage system, where children, from broken homes, emotionally disturbed and often untrained, could be led to "find themselves" and learn to lead normal lives in a normal environment. There was no attempt to set up "an imitation of a large family... the parent substitutes change too often... the population keeps changing too." Small rooms and single rooms were the answer to a child's need for being alone, for being different.—(M. M. Gillet)

1027. **California Association of School Psychologists and Psychometrists. Research Committee.** Emotionally disturbed children in California. *Calif. J. educ. Res.*, 1954, 5, 116-120.—Data obtained on 279 cases (207 boys, 72 girls) are reported in terms of categories such as intelligence levels, behavior symptoms, diagnostic approaches used, and the unmet needs of the children.—(T. E. Newland)

1028. **Cunnick, Dorothy G., & Finberg, Laurence.** Group work with foster children in a pediatric clinic. *Pediatrics*, 1954, 13, 103-106.—In a teaching pediatric service, group therapy discussions set up for 15 adolescent girls in foster homes resulted in improvement of their attitudes. The leader of such a group should be a woman able to gain the confidence of the girls, but not connected with the school or the social agency.—(M. C. Templin)

1029. **Gardner, George E.** (Judge Baker Guidance Center, Boston, Mass.) **American child psychiatric clinics.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 126-135.—Children treated cover a wide range of disabilities: feeding difficulties, phobias, educational blocks, etc. Clinical training of psychiatrists and social workers has been a function of these clinics since their inception, as is education of the lay public and research into child behavior. Clinics have been classified as general, hospital-affiliated, residence service, school-affiliated, and university-associated. There is a trend for expansion of non-medical social casework functions, and for affiliation with hospital-

connected children's clinics and with residence programs.—(M. M. Berkun)

1030. **Gardner, George E. (Chm.)** Child analysis. *J. Amer. Psychoanal. Assn.*, 1954, 2, 327-333.—Erikson believes identity arises from the successful mutual assimilation of all the fragmentary identifications of childhood which in turn presuppose a successful containment of early introjects. Ego-identity is characterized by the actually-attained but for-ever-to-be-revised sense of the reality of the self within social reality. Giffin and Johnson observed that children become fixated because of a stimulus that prevents growth and forces regression and because parental gratification from the fixation perpetuates the acting out of the fixation.—(D. Prager)

1031. **Mueller, Edward E.** (New Jersey State Hosp., Greystone Park, N. J.) **Psychiatric social work with psychotic children.** *J. Child Psychiat.*, 1954, 3, 81-87.—The function and operation of a children's unit at the Longview Hospital in Cincinnati is described. Special attention is paid to the part played by social work in the management of these children.—(C. M. Louttit)

1032. **Naipris, J., & Rosenfeld, Y. Hak'vutso hahinuhit v'hay'hidim ba.** (The educational group and its individuals.) *Alim*, 1952, 12, 41-53.—An analysis of the principles of work within the "Youth Immigration Department" in Israel is given. The aim is to help the educational and non-educational staff of the Lakser Centre to use their personal endowment to deepen their emotional relationship to the child and his needs, both within and through the educational group, which is an accepted unit of the "Youth Immigration's" educational method. This is accomplished by regular visits of the case worker to the institutions and communal settlements, where he would raise the problems which are blocking or hindering the staff from fulfilling their parental role. Therefore, a more differentiating understanding of behavior towards the children has been developing, and mental hygiene principles are more and more integrated.—(H. Ormian)

1033. **Nemetz, Miriam Grossman.** Child psychoanalysis of Melanie Klein and of Anna Freud: a comparative study of their theories and methods. *Dissertation Abstr.*, 1954, 14, 634-635.—Abstract of Ph.D. thesis, 1953, New York U.

1034. **Robinson, B. H.** A follow-up study of ex-patients of the East London Child Guidance Clinic. *Brit. J. psychiat. soc. Wk.*, 1953, 7, 19-24.—30 former clients of the clinic who had been treated 20 years ago were contacted in an effort to determine current patterns of marital adjustment and adjustment to parenthood. Symptomatology in former clients' children, where it exists, tends to follow the symptoms parents previously exhibited and for which they were treated at the clinic. Case history material illustrates the positive effect of treatment on marital choice and adjustment.—(A. Kadushin)

1035. **Roudinesco, Jenny.** Mental health problems of children from 1 to 6 years, in a Paris hospital.



*Proc. 4th int. Congr. ment. Hlth*, 1951, 165-169.—Observations of children's problems in an out patient clinic are reviewed with the intent of showing the contribution that child psychiatrists could make to the problems of mental health.—(N. H. Pronko)

1036. **Szymańska, Zofia, & Korytowska, Maria.** *Rokowanie w trudnościach charakterologicznych dzieci i młodzieży.* (Prognosis in characterological difficulties of children and youth.) *Rocznik psychiatr.*, 1950, **38**, 69-89.—This paper is based on the results of follow-up of 495 boys and 295 girls with character troubles and different symptoms of maladjustment. The period of observation varied from 1 to 10 years. The authors analyse the role of environment, the diagnosis, therapy applied and the correlation of results with different therapies. Follow-up proved that the environment plays fundamental role in the development and liquidation of character troubles, even in constitutional psychopaths. Russian and French summaries.—(M. Chojnowski)

1037. **Yang, D. C. Y., & Slobody, L. B.** *Total child care in a temporary shelter.* *Arch. Pediatr.*, 1954, **71**, 1-10.—The Children's Center of the Dept. Welfare of New York City is a temporary shelter for underprivileged children from "broken homes," housing 350 boys and girls, age range 2-16. The initial approach to handling these children is emphasized, beginning with the admission examination. The program of care is psychiatrically oriented, with specific referrals by counselor, nurse, pediatric resident, or social worker. A study of 200 children referred for psychiatric evaluation indicated 42% were diagnosed psychoneurotic, 36% primary behavior disorder, 12% character disorder, 5% without gross psychopathology; and the remainder with organic, psychotic, or mental deficiency diagnoses. In only 6% of the 200 cases were both parents living together.—(I. N. Mensh)

(See also abstract 168)

#### VOCATIONAL GUIDANCE

1038. **Ataron, R.** *Shitot nituah ha'isukim vahashivuta b'Israel.* (Job analysis and its importance in Israel.) *M'gamot*, 1952/53, **4**, 257-265.—A short history of time and motion study is given. Courses for "job analysts" in Israel and their duties are described. Special attention is given to job analyses for defectives. Job analysis for vocational guidance and training in Israel is important because of rapid development of its economic life, and in order to contribute to the absorption of newcomers.—(H. Ormian)

1039. **Begoña Lopes, Maria.** *La oficina de psicometría y orientación vocacional de Cuba.* (The Cuban office of psychometrics and vocational guidance.) *Rev. Psicol. gen. apl. Madrid*, 1953, **8**, 67-75.—The author outlines briefly the activities of the Cuban Office of Psychometrics and Vocational Guidance including a listing and description of tests used. All listed are Spanish translations or non-verbal tests of United States authorship.—(G. B. Strother)

1040. **Benito y Duran, Angel.** *Vocacion e historia.* (Vocation and history.) *Rev. Psicol. gen. apl. Madrid*, 1952, **7**, 287-296.—Men have three vocations: the divine, the patriotic, and the professional. The main guides in selection are what has been and what ought to be—history and metaphysics.—(G. B. Strother)

1041. **Brainerd, Ben R.** (Office of Vocational Rehabilitation, Minneapolis, Minn.) *Increasing job potentials for the mentally retarded.* *J. Rehabil.*, 1954, **20**(2), 4-6; 23.—The placement of individuals with lower than average test intelligence in sub-standard categories has resulted in stigmatization and deprivation both in preparation and ultimate opportunities for employment. Brainerd speaks for increased job satisfaction for mentally retarded workers by providing them with training that will result in increased skills and improved work attitudes, and the use of proper counseling that is oriented toward dealing with his problems. The use of a battery of tests to provide the counselor with better understanding of the avenues of reaching his client is discussed. In addition, environmental therapy in the form of moving the client to the most favorable work situation is suggested.—(M. A. Seidenfeld)

1042. **Bridge, Leopold, & Morson, Meyer.** (Baltimore (Md.) Regional Office, Veteran's Administration.) *Item-validity of the Lee-Thorpe Occupational Interest Inventory.* *J. appl. Psychol.*, 1953, **37**, 380-383.—38 experienced vocational counselors and occupational analysts each classified each of the 240 items of the Lee-Thorpe Inventory in the field of interest in which he thought it belonged. The raters were completely or substantially in agreement with the Inventory authors with respect to the classification of 183 of the items. "Since the validity [of the classification] of 57... items is questionable, caution should be used in the interpretation of the interest patterns obtained through use of the Inventory."—(P. Ash)

1043. **Bülow, Friedrich.** *Die Berufswahl.* (Choosing a vocation.) *Kbl. Z. Soziol.*, 1953, **5**, 166-190.—The problem is discussed from the sociological point of view. Six stages can be distinguished in the historical development of the concept of vocation, each of them influenced by the ideology of its age. Today there can be seen an antithesis between those who in their choice are influenced by materialistic and economic motives and others who consider above all ethical and social values. Men must regain the consciousness that they are a part of a social order that obliges them morally. And "vocation is the social tie... that unites its bearer with the whole movement of social life."—(M. Haas)

1044. **Clark, Kenneth E., & Gee, Helen H.** (U. Minnesota, Minneapolis.) *Selecting keys for interest inventories.* *J. appl. Psychol.*, 1954, **38**, 12-18.—Several methods of scoring an interest inventory so as to maximize the separation of workers in an occupation from workers in general were applied to samples of electricians (compared with civilian workers) and aviation machinists' mates (compared with Navy men-in-general.) Criteria of a good key

were (a) its ability to separate groups (per cent overlap), and (b) its test-retest reliability. It was found that (1) using unit item weights an optimum number of items can be found for scoring, (2) units weights with an optimum number of items yielded more discriminating keys than Strong scoring weights, (3) selecting items by a method designed to increase item heterogeneity, the validity of the key is increased but test-retest reliability is somewhat decreased.—(P. Ash)

1045. **Cuony, Edward R., & Hoppock, Robert.** *Job course pays off.* *Personnel Guid. J.*, 1954, 32, 389-391.—The senior author taught a course in job finding and job orientation to an experimental group of high school seniors. One year after graduation he compared them with an equated control group from the same class of the same school. Students in the experimental group were better satisfied with their jobs than were students in the control group; and the combined annual earnings of the experimental group exceeded those of the control group by \$7,719.—(G. S. Spear)

1046. **Dickinson, Carl.** (U. Washington, Seattle.) *How college seniors' preferences compare with employment and enrollment data.* *Personnel Guid. J.*, 1954, 32, 485-488.—A survey of the job and travel preferences of 1207 male and 429 female graduating seniors indicates that the great shortages in the supply of trained workers for some fields may be partially due to the fact that very sizable percentages of those gaining degrees in such fields do not choose to enter these professional fields, but use their training in relation to other occupational goals.—(G. S. Spear)

1047. **Hockl, K.** *Über die Arbeit des Psychotechnischen Instituts Wien.* (On the work of the Institute for Psycho-Techniques Vienna.) *Mensch u. Arbeit*, 1954, 6(1), 6-11.—Since its inception in 1926 the Institute's program has paralleled that of the Swiss Institute for Applied Psychology. To further the understanding of human behavior and of the aims and purposes of vocational guidance, 10 weeks of introductory lectures are offered by the Institute to every new industrial client firm. Although personality tests are included in the evaluation of a job applicant, the test report to the employer is limited to a discussion of the specific aptitudes and traits of the applicant which have direct bearing on his vocational problem. To reduce the present threat of national discord, the applied psychologist should aim at a close working relationship with other scientists. He should also take an active interest in social psychology to explore new approaches leading to greater unity among European populations.—(E. Schwerin)

1048. **Hogenson, Theda.** *A normative study of the revised Strong Vocational Interest Blank for men.* *Dissertation Abstr.*, 1954, 14, 498.—Abstract of Ph.D. thesis, 1954, U. Minnesota.

1049. **Hughes, John Leo.** *The prediction of an aspect of job success from the analysis of personal documents.* *Dissertation Abstr.*, 1954, 14, 182-183.—Abstract of Ph.D. thesis, 1953, Columbia U.

1050. **Johannesson, Jörg.** *Die Berufswahl.* (Choosing a vocation.) *KBl. Z. Sozial.*, 1953, 5, 144-163.—

The results of sociological and psychological research show that the vocational choice made by a young person at the school-leaving age will often have to be corrected later on. Hardly conscious of his own true motivation, he acts under the influence of one or more of the following factors: the family with its traditions; the occupational opportunities offered by the industrial production of his vicinity; his own wishes and abilities as he interprets and judges them; vocational guidance, and the influence of economical stress. Modern production requires individual adaptability. For this reason all education should have a broad basis and follow humanistic ideals. Continued vocational guidance is of advantage to employers and employees as well. 39-item bibliography.—(M. Haas)

1051. **Julius, —.** (Saint Mary's Coll., Winona, Minn.) *Some guidance needs of high school seniors.* *Personnel Guid. J.*, 1954, 32, 460-463.—The results of a comparative study of vocational guidance programs in 28 Catholic boys high schools, involving the participation of 15,109 students, is reported in some detail. One of the significant general conclusions is that educational administrators are frequently not well aware of vocational guidance in the school program, and that some programs planned by administrators are not producing the desired results for students.—(G. S. Spear)

1052. **Kuder, G. Frederick.** *Kuder Preference Record, personal, form A, examiner manual.* (4th ed.) Chicago: Science Research Associates, 1953, 16 p.—In addition to the material described in previous editions (see 23: 2021) the manual (1) includes a revised table of jobs from the Kuder Preference Record-Vocational, based on new Kuder Personal data, (2) provides norms of 3,000 males who like their work, (3) includes profiles of satisfied and dissatisfied adults in 8 occupations (6 male, 2 female), and (4) reports research on a scale to identify subjects who fake their responses.—(D. R. Krathwohl)

1053. **Mira y Lopez, E.** *Seven problems of synthesis in vocational guidance.* *Occup. Psychol., Lond.*, 1954, 28, 34-39.—Seven unsolved problems in vocational guidance are discussed: how to solve the problem of disparity between the results of tests for vocational inclination and those of aptitude tests; incompatibility between the conditions created by vocational inclination and tests, and those of health; the problem of external (i.e., family) opposition to vocational choice; problems created by lack of physical capacity for work otherwise suitable; problems created by personality difficulties; problems due to lack of economic resources to complete suitable training; and, finally, the conflict between the occupation most suitable to the individual, and that which will be of greatest benefit to the community.—(G. S. Spear)

1054. **Perry, Dollis Kay.** *Forced-choice vs. L-I-D response items in vocational interest measurement.* *Dissertation Abstr.*, 1954, 14, 552.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1055. **Piéron, H.** *La place de l'institut dans l'histoire de l'orientation professionnelle.* (The place

of the Institute in the history of vocational guidance.) *BINOP*, 1953, 9 (Spec. No.), 7-28.

1056. Pouillet, P. *Le cours de technique des métiers à l'I.N.O.P.; ses buts—son programme—ses méthodes.* (The course of trade technique at the I.N.O.P.; its goals—its program—its methods.) *BINOP*, 1953, 9, 131-142.

1057. Ryan, John Francis X. *A study of certain factors affecting realistic and unrealistic choice of an occupation.* *Dissertation Abstr.*, 1954, 14, 619-620.—Abstract of Ed.D. thesis, 1953, New York U.

1058. Singer, Stanley L., & Steffire, Buford. (Los Angeles (Calif.) City Board of Education.) *Sex differences in job values and desires.* *Personnel Guid. J.*, 1954, 32, 483-484.—The job values and desires of 373 male high school seniors and 416 female high school seniors are compared. It is concluded that a desire for a job offering power, profit, and independence is significantly overselected by boys, while girls are more inclined to select job values characterized by interesting experiences and social service.—(G. S. Speer)

1059. Usdane, William M. (400 First Ave., New York.) *Vocational counseling with the severely handicapped.* *Arch. phys. Med.*, 1953, 34(10), 607-616.—A description of 2 techniques or plans, using job-task assignments and role-playing, which have proved of value in the vocational counseling of the severely handicapped at the Institute for the Crippled and Disabled, New York City.—(Courtesy of *Bull. Curr. Lit. Handicapped.*)

(See also abstracts 29, 1494, 1715)

#### BEHAVIOR DEVIATIONS

1060. Aschner, Bertha M., Kellmann, Franz J., & Reisin, Leo. *Concurrence of Morgagni's syndrome, schizophrenia and adenomatous goiter in monozygotic twins.* *Acta genet. med. gemellol.*, 1953, 2, 431-446.—Clinical and histopathological data are analyzed for some 13 monozygotic twin sisters concordant as to schizophrenia, Morgagni's syndrome, and adenomatous goiter. It would appear that these three traits may have a common denominator. The genetic theory of Morgagni's syndrome (pointing to autosomal dominance with irregular penetrance and especially low manifestation in the male) is discussed.—(G. C. Schweininger)

1061. Ashby, W. Ross. (Barnwood House, Gloucester, Eng.) *The application of cybernetics to psychiatry.* *J. ment. Sci.*, 1954, 100, 114-124.—Consideration of the problems of memory, of integration, and of psychotherapy suggests that the new science of cybernetics may eventually throw light on each of these problems.—(W. L. Wilkins)

1062. Barton, Walter E. (Boston (Mass.) State Hosp.) *Hospital services for the mentally ill.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 107-115.—Recent years have been marked by rise of therapy for the psychotic, the psychiatric team, emphasis on prevention, the outpatient department, and

industrial psychiatry. Of all beds in AMA-registered hospitals, 48% are for nervous and mental patients. Psychiatric hospitals are larger and busier than others, and are getting bigger instead of more numerous. Results of treatment have improved significantly, in terms of reduced length of hospital stay. A single integrated state agency is recommended for implementing a comprehensive mental health and hospital program. Details of such administration are discussed.—(M. M. Berkun)

1063. Beech, Frank A. (Yale U., New Haven, Conn.) *Animal research and psychiatric theory.* *Psychosom. Med.*, 1953, 15, 374-389.—This review develops the thesis that comparative studies in all areas of investigation yield results "justifying the optimistic prediction that future developments... will be of increasing significance to those whose interest lies primarily in the field of human personality and its deviations." 72 references.—(L. A. Pennington)

1064. Bender, Lauretta. (Bellevue Hosp., New York.) *A dynamic psychopathology of childhood.* Springfield, Ill.: C. C. Thomas, 1954. xi, 275 p. \$7.50.—A collection of 10 papers by Bender, Schilder, and others, all but two reprinted, some with additional material and follow-up studies. Among the topics are: various responses of children to frustration such as hallucinations, imaginary companions, impulsions, compulsions and obsessions; behavior problems due to unusual sexual experiences; children's reaction to death in the family; and children's reaction to war. 17 illustrations representing children's drawings and paintings; 244-item bibliography.—(B. Lowenfeld)

1065. Biron, S. *Al hafrat "funksyonaliyet" u "psihogeniyat."* ("Functional" and "psychogenic" disturbances.) *Harefuah*, 1953, 45, 41-42.—The basic difference between the terms "functional" and "psychogenic" is demonstrated. What appears as a "functional" change from the point of view of a single organ, is "structural" from the point of view of the body as a whole. "Psychogenic changes" have no structural correlate in the body, but they have one in regards to the psyche. The psychogenic nature of somatic changes leads one to accept the fact of interaction of body and soul.—(H. Ormian)

1066. Blain, Daniel. (Amer. Psychiatric Assn., Washington, D. C.) *Private practice of psychiatry.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 136-149.—4000 psychiatrists each see an average of 200 private patients a year; they are 8th on the income scale of medical specialists. Treatment methods differ from those in institutions in time available, environment of community compared with hospital, and the essential reliance on self. Much psychotherapy is based on principles and methods derived from Freud. Milieu therapy involves manipulation of the environment. Adjunctive (rehabilitative) and physical therapies complete the picture. Psychiatrists, like other doctors, tend to settle near their schools. Approximately 53% of psychiatrists devote some time to private practice. Treatment result ex-



pectancy is good; methods to reduce cost are being studied.—(M. M. Berkun)

1067. **Bowman, Karl M.** *Legal and welfare aspects of psychiatric care.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 153-164.—The evolution of our understanding and treatment of mental sickness is traced out from its primitive beginnings to modern psychiatric concepts. Discussion.—(N. H. Pronko)

1068. **Braceland, Francis J.** *Psychiatry.* In Fishbein, M., *Medical progress*, 1954. New York: Blakiston, 1954. p. 267-284.—The "solid and unsensational" past year's progress in the following fields is reported; group psychotherapy, narcosurgery, somatic procedures, drug addiction, neurophysiological and biochemical research, psychosomatic medicine, and child psychiatry.—(N. H. Pronko)

1069. **Buell, Bradley.** (Community Research Associates, New York.) *Planning community-wide attack on behavior disorders.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 150-157.—Protective systems include (1) courts and correctional institutions, (2) mental hospitals and outpatient clinics, and (3) social casework. Successful community programs to prevent and control antisocial, delinquent, deviant and disruptive behavior can be created by the better utilization of our existing tools and community structure. Punitive, custodial, and helpful approaches have given way to the aim of diagnosing and treating. It has been shown that this requires communality of action as well as of purpose.—(M. M. Berkun)

1070. **Davies, Evan.** *A note on Mr. Martin's notion of normality.* *Aust. J. Psychol.*, 1953, 5, 90-94.—Confusions in the use of the concept of normality are discussed. The author distinguishes sharply between statistical abnormality and pathology. It is suggested that any behavior may be assessed in terms of its statistical normality and also in terms of its realism or objectivity. The term psychopathological should be reserved for those behaviors which lack realism.—(P. E. Lichtenstein)

1071. **de Ajuriaguerra, J.** *L'état actuel de la théorie de la Gestalt en psychoneurologie.* (The present status of gestalt theory in psychoneurology.) *Schweiz. Z. Psychol. Anwend.*, 1954, 13, 16-53.—Gestalt theory is discussed as it is applied in the study of disorders of perception and language. Two special problems are considered, field theory in the light of physiological theories, and the problem of figure and ground in Goldstein's sense. Finally, gestalt theory in neuropathology is contrasted with theories of reflex action and of integration. 60-item bibliography.—(K. F. Muenzinger)

1072. **English, O. Spurgeon, & Finch, Stuart M.** (Temple U., Philadelphia, Pa.) *Introduction to psychiatry.* New York: W. W. Norton, 1954. viii, 621 p. \$7.00.—Designed as an introductory text for medical students, the volume is oriented along psychoanalytic lines emphasizing early personality formation and the importance of child psychiatry. There is a brief history of psychiatry, followed by discussions of personality structure, emotional disorders, and ex-

amples of ego defenses. Outlines for history taking, examination, and diagnosis are presented. The major psychoneurotic, psychophysiological, functional psychotic, and organic brain disorders are described in separate chapters with illustrative cases and with consideration of etiology, symptoms, prognosis, and treatment. Chapters on mental deficiency, therapeutic procedures, and mental hygiene conclude the volume. 261-item bibliography.—(H. P. David)

1073. **Ey, Henry.** *Trends and progress in French psychiatry.* *J. clin. exp. Psychopath.*, 1954, 15, 1-8.—Economic factors resulting from the French social security program have influenced psychiatry in France to a considerable degree. Various psychiatric movements such as psychoanalysis, psychosomatic medicine, group psychotherapy, and teaching practices are discussed and their direction noted. 37 references.—(S. Kavruck)

1074. **Eysenck, H. J.** *La rapidité du fonctionnement mental comme mesure de l'anomalie mentale.* (Speed of mental functions as a measure of mental abnormality.) *Rev. Psychol. appl.*, 1953, 3, 367-377.—Two series of tests were constructed, designed to measure the "power" and the "level" of mental functions. These tests were administered to three groups—a normal group, a neurotic group, and a psychotic group. No differences were found among groups in terms of "power" and "level." In terms of speed, the psychotic group was significantly lower than the other two. In terms of "blocking" the psychotic again showed difference. It was concluded that this new way of using mental tests is "eminently fruitful."—(G. Besnard)

1075. **Farr, James Noble.** *A job analysis by the method of critical incidents of psychiatric aides in mental hospitals.* *Dissertation Abstr.*, 1954, 14, 551-552.—Abstract of Ph.D. thesis, 1952, U. Minnesota.

1076. **Felix, R. H., & Kramer, Morton.** *Extent of the problem of mental disorders.* *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 5-14.—Our knowledge of the distribution of mental disorder, though limited, points unmistakably to a problem of great magnitude. Because defining, diagnosing, a case is complex, effective research must be interdisciplinary. Epidemiological research projects are under way.—(M. M. Berkun)

1077. **Glass, Albert J.** (Brooke Army Hosp., Fort Sam Houston, Tex.) *Preventive psychiatry in the combat zone.* *U. S. Armed Forces med. J.*, 1953, 4, 683-692.—Battle-induced fear is the common denominator in the cause of all forms of combat failure. "Individual performance in combat is determined by the struggle in which the resistant properties of personality, physical status, training, group unity, and leadership are opposed to the crippling effect of battle fear. This approach to the cause of combat failure points to logical measures of prevention because defects in any of the foregoing sustaining forces render the combat participant vulnerable to the inroads of fear."—(G. H. Crampton)

1078. **Grinker, Roy R.** (Michael Reese Hosp., Chicago, Ill.) **Psychosomatic research.** New York: Norton, 1954. 208 p. \$3.50.—Historical and current conceptual models in psychiatry are reviewed and evaluated. Accepted contemporary methods of investigation are then discussed. Finally, a transpositional framework is developed "to the totality of a process that takes in many systems: somatic, psychic, social and cultural." This approach is recommended for future research.—(N. H. Pronko)

1079. **Gruenberg, Ernest M.** (N. Y. State U. Med. Sch., Syracuse.) **The prevention of mental disease.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, **286** (Mar.), 158-166.—Primary prevention refers to any reduction in the rate of people becoming diseased. Secondary prevention attempts to arrest the progress of a disease and mitigate its consequences. Rehabilitation involves learning to use remaining parts of the organism to overcome a handicap.—(M. M. Berkun)

1080. **Hoch, Paul H.** **Experimentally produced abnormal mental states.** *J. nerv. ment. Dis.*, 1954, **119**, 77-79.—Abstract.

1081. **Indin, T. I.** **Ocherki istorii otchestvennoi psikiatrii.** (Outline of the history of the native psychiatry.) Moskva: Medgiz, 1951. 480 p. 28 r.50 kop.—This outline begins with the care of mentally ill in the old Russian cloisters in the eighth century, and presents in 21 documented chapters all aspects of organization, administration, therapy, theory and teaching of psychiatry in Russia and Soviet Union. The book ends with 17 pages of bibliography, a list of Russian psychiatric journals, register of Russian psychiatric congresses and departments of psychiatry in Tsarist Russia, chronology of most important dates in the organization of Russian psychiatric care and hospitals, index of 458 names of Russian psychiatrists.—(M. Choynowski)

1082. **Jonge de Jonge, A. L.** **Echtheid en onechtheid.** (Authenticity and unauthenticity.) *Ned. Tijdschr. Psychol.*, 1954, **9**, 2-29.—At first the problem of authenticity and unauthenticity is described in its importance for medical psychology and in its historical development. Furthermore it is tried to make a transposition of the psychological categorical conception into the anthropological sphere, which is done from a "realistic" conception of authenticity, illustrated with the problems of man and world, hysteria, stylizing and un-mythologizing.—(M. Dresden)

1083. **Kalmus, E.** (Bet-Yafe Hosp., Petah Tikva, Israel.) **Al tipul hofshi b'holey rush.** (Free treatment of the mentally ill.) *Harefuah*, 1953, **44**, 250-252.—Protests against confinement of mentally insane; it is to be accepted only exceptionally. The recommended measures are: "watchroom" with changing guards, hypnosis, shock and insulin treatment, systematic work, enlargement of hospital staff. Legal prohibition of confining patients is suggested.—(H. Ormian)

1084. **King, H. E.** **Psychomotor aspects of mental disease.** Cambridge, Mass.: Harvard University Press (for the Commonwealth Fund), 1954. 185 p. \$3.50.—Such psychomotor activities as speed of initiating

single movements, speed of tapping, finger dexterity and a variety of reaction times were studied experimentally in five groups of abnormal subjects ranging in severity of disorder. Results were compared with those from a comparable group of normal subjects and, in general, showed a correspondence between degree of behavior disorder and retardation in psychomotor performance.—(N. H. Pronko)

1085. **Knight, Robert P., & Friedman, Cyrus R.** (Eds.) **Psychoanalytic psychiatry and psychology; clinical and theoretical papers, Austen Riggs Center, Volume 1.** New York: International Universities Press, 1954. vii, 391 p. \$6.00.—This first volume of papers published by the members of the Austen Riggs Center staff who have been working in an open sanitarium for entirely voluntary patients collects 23 contributions by the Riggs staff to the frontier areas of dynamic psychiatry, clinical psychology, and psychoanalysis. Contributors include Aaron T. Beck, Margaret Brenman, Erik H. Erikson, Merton M. Gill, Robert P. Knight, David Rapaport, Roy Schafer, and Allen B. Wheelis.—(A. J. Sprow)

1086. **Lehmann, H. E.** **Selective inhibition of affective drive by pharmacological means.** *Amer. J. Psychiat.*, 1954, **110**, 856-857.—Abstract.

1087. **Lewis, Nolan D. C., & Engle, Bernice.** (Eds.) **Wartime psychiatry; a compendium of the international literature.** New York: Oxford University Press, 1954. vi, 952 p. \$15.00.—This compilation reviews articles, books, and other publications that appeared over the 9-year period, 1940-1949. The material is organized in 14 sections: Administration; Aviation; Legal, criminal, homosexual, psychopath; Psychosomatic problems; Psychoses; Psychoneuroses; Special therapies; Problems of selection, induction, and training; Problems of combat; Problems of demobilization and rehabilitation; Clinical psychologist, psychiatric social worker, psychiatric nurse—psychiatric team; General and miscellaneous problems; Lessons to be learned; and Book section.—(A. J. Sprow)

1088. **Levy, David M.** **The relation of animal psychology to psychiatry.** In *The New York Academy of Medicine, Medicine and science*, (see 29: 1091), 1954, p. 44-75.—Experimental work is cited to show that we are linked to the mammalian species by psychological as well as biological ties. While these studies illuminate the domain of human behavior, we must nevertheless be alert to their erroneous and misleading transposition to human affairs.—(N. H. Pronko)

1089. **Lifton, Robert J.** (Headquarters, Fifth Air Force, San Francisco.) **Psychotherapy with combat fliers.** *U. S. Armed Forces med. J.*, 1953, **4**, 525-532.—"Psychiatric difficulties among fliers fall roughly into three categories: (1) anxiety reactions during early missions, (2) effects of undue external stress in the course of the combat tour, and (3) tension related to final 10 or 15 missions." In six case histories offered... "the symptoms observed in most patients in all three groups are either of the anxiety or

phobic variety, or of somatic preoccupation." The unit flight surgeon is in a favorable position to recognize and treat these problems before they become full-blown and incapacitating.—(G. H. Crampton)

1090. **Markusiewicz, Roman.** *O nowy kierunek w psychopatologii.* (The new trend in psychopathology.) *Rocznik psychiatr.*, 1949, **37**, 16-32.—The author presents his psychopathological theory which he calls bio-social. Its central notion is a preserving drive, aiming at the preservation of once begun activities. He distinguishes the infantile preserving drive, consisting in a tendency toward the seeking of outside support, and the virile preserving drive, expressing itself in a tendency to find support in oneself. These two forms of the drive are in conflict. In mental health the infantile preserving drive is suppressed, in psychoneuroses the suppression is insufficient and psychoneurotics seek the outside support. The conditions of social existence mould the human mentality and this forming influence acts through the preserving drive.—(M. Choynowski)

1091. **The New York Academy of Medicine.** (Goldston, Isaac (Ed.)) *Medicine and science: lectures to the laity*, No. XVI. New York: International Universities Press, 1954. 159 p. \$3.00.—This series of lectures addressed to the layman includes the following: Men, machines, and the world about, by Norbert Wiener; The renaissance in endocrinology, by Hans Selye and Paul Rosch; The relation of animal psychology to psychiatry, by David M. Levy; Quest for antibiotics, by Paul R. Burkholder; Stress, emotions and bodily disease, by Harold G. Wolff; "Miracles"—mass produced, by John E. McKeen.—(N. H. Pronko)

1092. **Oseretaky, Nicolay I.** *Fundamental principles of I. P. Pavlov's doctrine about upper nervous activity in psychiatry.* *Proc. 4th int. Congr. ment. Hlth*, 1951, 58-65.—Physiopathology of upper nervous system activity is considered as it relates to psychiatry. Pavlov's theory is recommended for application in psychiatric practice.—(N. H. Pronko)

1093. **Peplau, Hildegard E.** *Themes in nursing situations.* *Amer. J. Nurs.*, 1953, **53**, 1221-1223.—Each of 3 phases—descriptive, typological, and thematic—is part of the gradual evolution of a mature theory in psychiatry that explains observations and guides practices in the area of health service. A purpose, meaning, and goal of power operations in interpersonal relations concern psychiatric nurses who wish to function therapeutically with patients. The author seeks an answer to the problem of what it is in the nurse-patient relations in psychiatry that leads to the patient's feelings of powerlessness against which defensive practices are instituted.—(S. M. Amatora)

1094. **Peterson, Donald R.** (U. Illinois, Urbana.) *Predicting hospitalization of psychiatric outpatients.* *J. abnorm. soc. Psychol.*, 1954, **49**, 260-265.—"This study constitutes an attempt to devise simple, widely applicable, and maximally precise indices to aid in

predicting hospitalization of psychiatric outpatients, as well as to formulate a partial operational definition of the concept, 'latent psychiatric illness'.... Three forms of index were derived, one consisting only of nonpsychometric variables, one consisting only of MMPI signs, and one comprising both nonmetric and MMPI factors." 24 references.—(L. N. Solomon)

1095. **Pino, Irving, & Pino, Helen M.** (Ohio State U., Columbus.) *Clinical analysis of patients with low voltage EEG.* *J. nerv. ment. Dis.*, 1953, **117**, 191-198.—The authors describe a fourfold classification of low voltage EEG. In the clinical analysis of 74 patients with such records, 48 patients had a final diagnosis of primary psychiatric disorder, with tension symptomatology as an outstanding feature. Brain tumor was suspected in 16 patients and various other neurological conditions in the remainder.—(M. L. Simmel)

1096. **Rosenberg, David.** *Electrocortical activity and induced behavior disorders.* *Dissertation Abstr.*, 1954, **14**, 558-559.—Abstract of Ph.D. thesis, 1953, Vanderbilt U.

1097. **Rümke, H. C.** *Conclusions of the International Congress on Psychiatry, Paris, 1950.* *Proc. 4th int. Congr. ment. Hlth*, 1951, 51-55.—The six volumes of reports of the Paris conference are briefly summarized here and a critical reference to psychiatry in general is appended.—(N. H. Pronko)

1098. **Sandison, R. A.** (Powick Mental Hosp., Worcestershire, Eng.) *Psychological disturbance and artistic creation.* *J. nerv. ment. Dis.*, 1953, **117**, 310-322.—After a short historical survey of the use of art in the treatment of neurotic and psychotic patients, the author describes his experience with an art group consisting of neurotic and psychotic in-patients. Various types of stimulation to productivity are discussed as well as the use made of the patients' productions and a group discussion thereof. In-patient psychoanalytic treatment is facilitated through such activity. 15 references.—(M. L. Simmel)

1099. **Skottowe, Ian.** *Clinical psychiatry for practitioners and students.* New York: McGraw-Hill, 1953. x, 395 p. \$8.75.—Part I, The Principles of Clinical Psychiatry, treats of the relationship between psychiatry and general medicine; the nature, forms and incidence of mental ill-health; the factors concerned in mental illness; psychiatric case-taking, and principles of treatment. Part II, Clinical Description of Psychiatric Disorders, considers affective disorders, schizophrenic disorders, paranoid disorders, organic psychiatric disorders, obsessional disorders, hysteria, disorders of mental development, psychopathic personalities, and psychiatric disorders in children.—(N. H. Pronko)

1100. **Sullivan, Harry Stack.** *Conceptions of modern psychiatry.* New York: Norton, 1953. xiii, 298 p. \$4.00.—These five essays given in 1939 as the First William Alanson White Memorial Lectures were originally published in 1940 in *Psychiatry* and were reprinted in book form in 1947 (see 22: 1927). In this



fifth reprinting, they appear for the first time with a trade publisher's imprint.—(C. M. Louttit)

1101. **Taylor, W. S.** (Smith Coll., Northampton, Mass.) **Dynamic and abnormal psychology.** New York: American Book Co., 1954. xiv, 658 p. \$5.50.—The data of dynamic and abnormal psychology are organized in this book within a framework of concepts from general psychology. The book is intended as a text for courses in abnormal psychology, and as a supplementary reference for courses in related fields of psychology, as well as a survey for "independent readers." After two introductory chapters, the following topics are discussed (17 chapters): historical approach to abnormal psychology; basic concepts; motivation; reactions; connector processes; conflict; dissociation; learning and memory; the subconscious; attention and perception; thought; action and control; suggestion; reactions to stress; and mental disorders. Terms are defined in a closing section. Chapter bibliographies.—(F. Costin)

1102. **U. S. 83d Cong., 2d Sess. House. Health inquiry: the toll of our major diseases, their causes, prevention, and control.** Washington: Government Printing Office, 1954. vi, 206 p. (House of Representatives Rep. No. 1338.)—Chapter VI (pp 121-143) of this Preliminary Report of the Committee on Interstate and Foreign Commerce is devoted to mental illness. The sections of this chapter discuss: nature of mental illness, the human and economic burden, the national attack on the problem, progress against mental illness, and problems and needs related to future progress.—(C. M. Louttit)

1103. **Vinchen, Jean.** *L'art et la folie.* (Art and mental illness.) Paris: Stock, 1950. 270 p. 450 fr.—Eleven chapters of this book treat of form and rhythm, the share of the unconscious in the forms and rhythms; the surrealist experience; mediumistic drawings and mystical art; art and the instinctive perversions; art, epileptoid constitution and epilepsy; art and schizophrenia; art and other forms of psychoses; music, poetry and literature of mentally ill. The book ends with the following conclusion: "The experience already acquired permits to hope that some day art, penetrating more completely into the social life, will reduce the shocks and the harshness of a mechanical civilisation. By its clinical and therapeutic applications, by the social conclusions which may be drawn therefrom, the study of the relations of art and mental illness assumes today a new and touching value in offering means to mitigate human afflictions." 23 reproductions of drawings and paintings of mentally ill.—(M. Choynowski)

1104. **von Gelsattel, Viktor E.** (U. Würzburg, Germany.) **Prolegomena einer medizinischen Anthropologie. Ausgewählte Aufsätze.** (Observations on medical anthropology. Selected papers.) Berlin: Springer, 1954. vi, 412 p. DM 38.80.—In a collection of 20 papers, originally published as separates between 1913 and 1953, the author summarizes his theories on psychopathology and psychotherapy under the term "medical anthropology," encompassing con-

tributions from the depth psychologies, existential analysis, and phenomenology. In Part I case studies illustrate the author's views on the psychopathologies, including melancholia, phobias, sexual disorders, disorientation, and depersonalization. In Part II the psychotherapeutic process, love and marriage, illness and health, anxiety, and death, etc. are considered. 40 references.—(H. P. David)

1105. **Wilmer, Harry A., & Scammon, Richard E.** (Stanford U., San Francisco, Calif.) **Neuropsychiatric patients reported cured at St. Bartholomew's Hospital in the twelfth century.** *J. nerv. ment. Dis.*, 1954, 119, 1-22.—"1. Twenty-two case histories are selected from 'The book of the foundation of St. Bartholomew's Hospital,' which appear to represent neurologic or psychiatric problems and cure. 2. Possible diagnoses are offered on the basis of these reports which probably represent the earliest clinical hospital records in the English language. 3. A brief sketch of the history of the foundation of the hospital, of its founder, and of Medieval London is presented as background to understanding the Hospital and its patients. 4. The purpose of the paper is to bring to light and translate these interesting clinical records written over 800 years ago."—(J. A. Stern)

1106. **Wolff, Harold G.** **Stress, emotions and bodily disease.** In *The New York Academy of Medicine, Medicine and science*, (see 29: 1091), 1954. p. 94-131.—In addition to stresses from man's physical environment, he also reacts to threats and symbols of danger experienced in his past. These call our reactions like those to the assault itself. The form of this reaction is determined more by the individual's past experience and make-up than by the noxious agent itself. The cultural and individual human pressures influencing these reactions are ubiquitous and may be more damaging to the individual than the noxious agent per se.—(N. H. Pronko)

1107. **Woolley, D. W., & Shaw, E.** (Rockefeller Inst. Med. Res., New York.) **A biochemical and pharmacological suggestion about certain mental disorders.** *Science*, 1954, 119, 587-588.—Abstract.

(See also abstracts 258, 701, 1611)

#### MENTAL DEFICIENCY

1108. **Belinson, Louis.** (State Hosp., Jacksonville, Ill.) **The present status of differential diagnosis of mental deficiency.** In *Illinois Commission for Handicapped Children, Problems in the differential diagnosis of the etiology of mental deficiency*, 1952. p. 7-19.—The history of the problem is traced briefly. Emphasized are the need for a definition of mental deficiency, "a need for placing this area or group more specifically in one field (perhaps psychiatry), where by increasing attention, greater stimulation and greater progress could be achieved," and an increasing reliance "on totalistic aspect on the one hand, and, on the other, the individualistic study" of the individual.—(T. E. Newland)

1109. **Collier Loing, J. K.** **The education and training of mental defectives at Darenth Park Mental**

**Hospital.** *J. Educ. Psychol., Baroda, 11, 220-229.*—Darenth Park is now a school developed for the training of all types of defectives. It provides training designed to stabilize the patients and to adjust them to society, training in manual dexterity and in occupational therapy. Patients are given individual responsibilities; there are frequent leaves; and games, dances, moving picture shows and other types of recreation are frequent.—(C. Schmehl)

1110. **Cunningham, Robert C.** (Royal Albert Hospital, Lancaster, Eng.) **A contribution to the genetics of gargoylism.** *J. Neurol. Neurosurg. Psychiatr., 1954, 17, 191-195.*—"A British family containing gargoyles in three generations, all of whom exhibited clear corneal, low-grade defectiveness, and normal skin, and in whom two main types of body structure could be detected, is described. The pedigree demonstrates the presence of a sex-linked, recessive gene. The institution of a diagnostic scale, and the necessity for assessment of mental age in cooperative individuals, is commented upon." (Author's summary) 15 references.—(M. L. Simmel)

1111. **De Martino, Manfred F.** (Southbury (Conn.) Training Sch.) **Some characteristics of the manifest dream content of mental defectives.** *J. clin. Psychol., 1954, 10, 175-178.*—"An attempt was made to investigate the nature of the dreams of a group of institutionalized mental defectives. The subjects consisted of 50 males and 50 females between the ages of 14 and 18. The range of IQ's for the overall group was 55 to 72. In a personal interview each subject was asked to simply tell what he dreamed about most often. Following this, the participant was asked to respond to a questionnaire." Sex differences in the frequency of responses in the interview and to the questionnaire are given.—(L. B. Heathers)

1112. **Fink, Max; Green, Martin A., & Bender, Morris B.** (New York U.) **Perception of simultaneous tactile stimuli by mentally defective subjects.** *J. nerv. ment. Dis., 1953, 117, 43-49.*—"The face-hand test and simultaneous tactile test of other body parts were applied to 57 mentally defective adults whose CAs ranged from 13 to 41 years and whose MAs ranged from 2-6 to 9-8. "On the initial trial 98% failed to localize both stimuli and on subsequent trials 50% made persistent errors beyond the 10th trial. The errors were made in stimuli to the hand whereas stimuli to the face were correctly reported." The authors also found a definite relation between the persistence of errors and the MA of the subject; they concluded that the face-hand test reflects the same performance as the Stanford-Binet test and has validity as an approximation of performance above and below the mental age of 7 years.—(M. L. Simmel)

1113. **Fortunato, F., & Canella B.** **Treatment of mentally deficient children with glutamic acid and with foods rich in gluten.** *Clin. Pediatr., 1951, 33, 77.*—(See *Child Developm. Abstr.*, 1954, 27 (1 & 2), 11-12, abs. 37.)

1114. **Frumkin, Robert M.** **General characteristics of residents in state schools.** *Publ. Welf. Statist.,*

1953, 8, 516-518; 557-573.—A study of residents in Ohio State Schools, institutions for the classification, training, treatment, and care of mentally deficient individuals, reveals that 89 persons in 100,000 of the general Ohio population are residents in these institutions. Negro and White residents are proportional to the general population. Imbeciles constitute the largest group, according to mental status, and morons the second largest. Of the various diagnostic types of aments, the familial type was most common (42%); and the mongolian and post-infectious types were next (4-6%).—(R. M. Frumkin)

1115. **Goldstein, H.** **A study of mongolism and non-mongoloid mental retardation in children.** *Arch. Pediatr., 1954, 71, 11-28.*—Observations on maternal influences on the development and growth pattern of the fetus in mongolism are summarized with respect to (1) mother's age when pregnant with the affected child; (2) previous history of menstruation and interrupted pregnancies, and present state of hormonal balance during early weeks of gestation; (3) influence of virus and bacterial injections and contagion upon the pregnant woman; (4) hereditary factors; (5) nutrition. The data represent clinical research over 25 years with 206 cases of mongolism and 115 cases of "familial" mental deficiency and suggest that of the 5 areas of study 2—disease and heredity—are not significant in mongolism. Pathology and laboratory data are reviewed, and a method of combining intellectual and social maturity measures is presented.—(I. N. Mensh)

1116. **Jervis, George A.** (Letchworth Village, Thiells, N. Y.) **The mental deficiencies.** *Ann. Amer. Acad. polit. soc. Sci., 1953, 286 (Mar.), 25-33.*—The incidence of mental deficiency in the general population is estimated at 1%. Defectives may be classed as low, medium, or high grade, or by etiology. Primary or endogenous amentias are distinguished from exogenous, e.g. toxic, infections, etc. Major difficulties are currently encountered in attempts at prevention of both types.—(M. M. Berkun)

1117. **Jus, Andrzej, & Osiańska, Maria.** (U. Wrocław, Poland.) **Badania nad konfliktowością grup krwi dziecka i matki w niedorozwoju umysłowym.** (Investigations on Rh conflict in mother and child in feeble-mindedness.) *Rocznik psychiatr., 1949, 37, 473-485.*—The authors investigated 92 families with mental deficiency in children. The etiology of the feeble-mindedness was unknown. The Rh factor in mother and child differed in 17.3% of children, not significantly different from chance expectation. This was also true for the O, A, B system, in which the mother-child difference not significantly differed from the expected value. Nevertheless a thorough analysis of selected cases suggests the possibility of a relationship between mental deficiency and serological conflict. Russian and English summaries. 6 references.—(M. Choynowski)

1118. **Kirk, Samuel A.** (U. Illinois, Urbana.) **Cultural factors in mental retardation.** In *Illinois Commission for Handicapped Children, Problems in the*

differential diagnosis of the etiology of mental deficiency, 1952. p. 63-71.—Studies of the effects of cultural impact upon basic capacity are briefly reviewed. A current experimental study of the effects of pre-school education on the social and mental development of young mentally handicapped children is described. Cultural impact is more than a matter of socio-economic level.—(T. E. Newland)

1119. Kirman, Brian H. **Home care of the mentally defective child.** *Mother and Child*, 1953, 24 (6), 130-133.—Explains briefly the difficulty of early diagnosis of mental deficiency, the limitations of hospital care, and how parents can best care for the mentally defective child in the home.—(Courtesy of *Bull. Curr. Lit. . . Handicapped*.)

1120. Kohler, Claude. **Les déficiences intellectuelles chez l'enfant.** (Feeble-mindedness in children.) Paris: Presses Universitaires de France, 1954. 221 p. 500 fr.—A textbook on feeble-mindedness with chapters concerned with the history and present status of the problem, growth of intelligence, etiology, severe deficiencies, morons and borderline deficiency, diagnosis and prognosis, preventative, curative and educational measures, and problems of social adjustment. 84-item bibliography.—(C. M. Louttit)

1121. Lande-Champain, Lotte. (Sunny Rock, Estes Park, Colo.) **The etiology of mongolism.** *J. Child Psychiat.*, 1954, 3, 53-59.—Following a brief review of theories of etiology of mongolism, a series of 24 brief case reports is given. The author classifies these cases into three etiologic groups: Ovarian dysfunction due to "near-physiologic" exhaustion; primary ovarian dysfunction; secondary ovarian dysfunction due to thyroid deficiency, acute or subchronic diseases, too rapid succession of pregnancies, local disorders of the ovaries or tubes, and psychic disorder or emotional disturbance at the time of conception. A total group of 150 cases are classified under these types. Among the series, there are six cases of fraternal twins, one of whom was mongoloid. 14 references.—(C. M. Louttit)

1122. Leberfeld, Doris Trepel. **An investigation to determine the effect of language and speech training on the measurable mental abilities of mentally retarded children.** *Dissertation Abstr.*, 1954, 14, 735-736.—Abstract of Ed.D. thesis, 1953, New York U.

1123. Levinson, Abraham. (Northwestern U. Med. Sch., Chicago.) **Diagnostic and therapeutic problems of mental retardation.** In Illinois Commission for Handicapped Children, *Problems in the differential diagnosis of the etiology of mental deficiency*, 1952. p. 21-30.—Cerebral anoxia, encephalitis, familial degenerative disease, infections during pregnancy, the Rh factor, and syphilis are mentioned as illustrative causes. The detection of mental deficiency by gross structural anomalies, cyanotic conditions, recognition of irritative and depressive neurological disturbances, spinal puncture, skull and long bone X-ray, electroencephalography and pneumoencephalography are referred to. Dangers of prognosis, diffi-

culties in prevention, and limitations of treatment are described.—(T. E. Newland)

1124. MacPherson, James Robert. **The status of the deaf and/or hard of hearing mentally deficient in the United States—II.** *Amer. Ann. Deaf*, 1952, 97, 448-469.—A continuation of a report on a questionnaire study (see 27: 4554) giving (1) returns received from 41 residential institutions for mental defectives—prevalence of varying degrees of hearing impairment, the numbers within school age, and the vocational, social and communicative behaviors of this population; (2) replies from 62 city school systems indicating two with special classes for such children; and (3) opinions of 8 residential teachers of such classes on needed professional preparation for such work and desirable teaching objectives and procedures. 27 references.—(T. E. Newland)

1125. Perkins, George L. (Inst. Juv. Res., Chicago, Ill.) **Problems in the differential diagnosis of the etiology of mental deficiency.** In Illinois Commission for Handicapped Children, *Problems in the differential diagnosis of the etiology of mental deficiency*, 1952. p. 73-90.—Illustrations are given showing how the psychiatrist, the endocrinological pediatrician, the neurologically-oriented psychiatrist, the orthopedist, the psychologist, the obstetrician, the internist and the roentgenologist each can make his unique contribution to a team effort in making difficult differential diagnoses.—(T. E. Newland)

1126. Richards, T. W. **Discovering pseudo-mental deficiency due to emotional disorders.** In Illinois Commission for Handicapped Children, *Problems in the differential diagnosis of the etiology of mental deficiency*, 1952. p. 51-62.—Test performance and total adjustment characteristics of mental deficiency and pseudo-mental deficiency are suggested. The importance of a complete study of the individual and his history is stressed.—(T. E. Newland)

1127. Solis Quiroga, Roberto. **Emotional disturbances of feeble-minded children.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 215-217.—Summary.

1128. World Health Organization. **Expert Committee. The mentally subnormal child.** *World Hlth Org. tech. Rep. Ser.*, 1954, No. 75, 46 p.—The problems of the mentally subnormal child "are many and complicated and require medical, educational, vocational and employment, and social welfare services. Responsibility rests with public-health services. All . . . stages in the development of the mentally subnormal child and the specific demands of each are considered in the report. With regard to the mentally handicapped, it is pointed out that the prevalence of mental subnormality is such that in all countries its social costs are high and that there are therefore few societies which cannot afford to provide some services for their mentally subnormal. This WHO report outlines the nature and functions of such services and offers useful guidance for their development."—(J. C. Franklin)

(See also abstracts 1041, 1517)



## BEHAVIOR PROBLEMS

1129. **Appelzweig, Dee G.** (Conn. Coll., New London.) **Some determinants of behavioral rigidity.** *J. abnorm. soc. Psychol.*, 1954, **49**, 224-228.—"The tests of rigidity included in this study have all been used in at least one other investigation as measures of rigidity. Three equivalent groups of Ss were tested the day before, one day after, and one week after a real-life stress situation which was presumed to arouse feelings of insecurity. Tau correlation coefficients were computed for the scores of every test with every other test, and appeared to yield essentially a chance distribution. Furthermore, coefficients of concordance among these measures did not approach statistical significance. Therefore, it was concluded that there is no general factor among a number of so-called measures of rigidity under varying conditions of security." 21 references.—(L. N. Solomon)

1130. **Arellano Z, Alejandro P., & Schwab, Robert S.** **Headache studies by means of the basal electroencephalogram.** *Psychosom. Med.*, 1954, **16**, 94-103.—By recording from the base of the brain with a new technique 36 Ss suffering from headache and 25 control individuals were studied. Basal activities were found upon occasion to increase during mental activity and emotional conflict in the controls and to be present much of the time in those suffering from migraine. Results are related to the theory of emotional expression developed by Papez. 34 references.—(L. A. Pennington)

1131. **Bollesteros Usano, Antonio.** **Suicides in adolescence.** *Proc. 4th Int. Congr. ment. Hlth*, 1951, 281-289.—Frequency, ages and means employed by adolescent suicides in the Federal district of Mexico are discussed and certain immediate and provisional proposals are recommended as solutions to the problem. Discussion.—(N. H. Pronko)

1132. **Benjamin, Harry.** **Transvestism and transsexualism.** *Int. J. Sexol.*, 1953, **7**, 12-14.—As a result of the wide publicity given to the case of Christine Jorgensen, the suggestion is made that sexual deviations "should be viewed in the light of science and common sense and not, as it is now done, in the twilight of prejudices and misconceptions." In transvestism treatment may be through psychotherapy, endocrine therapy, and in selected male cases, through a "conversion-operation."—(H. D. Arbitman)

1133. **Bergler, Edmund.** **"To kill with kindness."** *Int. J. Sexol.*, 1954, **7**, 148-149.—Discusses the complaint of some people that individuals "kill them with kindness." "Superficially, this complaint looks like homeless aggression. Deeper analysis reveals—homeless psychic masochism."—(H. D. Arbitman)

1134. **Brosin, Henry W.** (Western Psychiatric Institute and Clinics, Pittsburgh, Pa.) **The psychology of overeating.** In Goodhart, R. S., *Overeating, overweight and obesity*. New York: National Vitamin Foundation, 1953. p. 52-69.—While organic factors (such as hypothalamic lesions and pancreatic tumors causing hyperinsulinism) will lead to hyperphagia and

eventually result in obesity, the preponderance of evidence is in favor of psychodynamic etiology of excessive food intake. In different patients overeating may represent one of four types of responses: (1) a response to nonspecific emotional tensions, (2) a substitute gratification in intolerable life situations, (3) a symptom of an underlying emotional illness, and (4) an addiction to food. The need for consideration of emotional factors during treatment (weight reduction) is emphasized. 79 item-bibliography.—(J. Brožek)

1135. **Chłupicki, Włodysław.** (Jagiellonian U., Kraków, Poland.) **Omyły słuchowe jako swoiste zaburzenia czynności mowy ze stanowiska neuropatologii i psychopatologii.** (Auditory hallucinations as specific disturbances of the speech function from the standpoint of neuropathology and psychopathology.) Kraków: P.A.U., 1949. 138 p.—In this detailed study the author traces the development of views on hallucinations from the neurological and psychological standpoints, reviews various classifications of hallucinations and presents his own, discusses the development of speech and problem of the relation of thought and word, analyzes different kinds of disturbances of the functional unity of speech, the increase of the verbal automatism and the echo mechanisms. Last chapters are devoted to the deficiency in auditory hallucinations of speech as a unity of thought and speech, to the symptoms of the disintegration of a sentence and of the confusion of speech in auditory hallucinations, and to the synesthesias connected with various localizations of auditory hallucinations. 78-item bibliography.—(M. Choynowski)

1136. **Davis, D. Russell.** **Some psychological mechanisms concerned in the disorders of childhood.** *Nerv. Child*, 1953, **10**, 238-245.

1137. **Ellen, Paul.** **The compulsive nature of abnormal fixations.** *Dissertation Abstr.*, 1954, **14**, 706-707.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1138. **Gorman, Glen Dale.** **The Strong Vocational Interest Inventory as a measure of manifest anxiety.** *Dissertation Abstr.*, 1954, **14**, 711-712.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1139. **Greenson, Ralph R.** **The struggle against identification.** *J. Amer. Psychoanal. Ass.*, 1954, **2**, 200-217.—The terms incorporation, introjection, identification, ego, and self are defined. Four clinical fragments describe patients who try to lead a life as if they had identified mainly or only with the good parental figure whereas in reality they have made important identifications with a bad parental figure. These deeply regressed patients were unable to separate self from introject. Their egos had to combat the primitive identification which brings with it a feeling of being devoured or of losing one's identity. 29 references.—(D. Prager)

1140. **Hall, Julie Carolyn.** **Some conditions of anxiety extinction.** *Dissertation Abstr.*, 1954, **14**, 185-186.—Abstract of Ph.D. thesis, 1953, Columbia U.

1141. **Kahn, B. I., & Jordan, R. L.** **Paternal domination as a cause of somnambulism.** *Calif. Med.*,

1954, 80(1), 23-25.—(See *Biol. Abstr.*, Sect. B., 1954, 28(6), 1327, abs. 13568.)

1142. **Kant, Fritz.** (U. Wisconsin, Madison.) **The treatment of the alcoholic.** Springfield, Ill.: C. C. Thomas, 1954. vi, 130 p. \$3.50.—Motivation for drinking, personality aspects and family complications of the addict are reviewed in this manual for the physician. Emphasis is on psychotherapy, with physical and other adjunctive therapies considered. Therapeutic effort with every alcoholic is desirable; extending treatment to only the sincere who desire to reform fails to meet the full problem of alcoholism. 36 references.—(W. L. Wilkins)

1143. **Kaiser, Sylvan.** **Orality displaced to the urethra.** *J. Amer. Psychoanal. Ass.*, 1954, 2, 263-279.—Three male patients had a compulsion to appear normal. This meant to deny all human needs embracing physiological functioning at orifices. Dreams of women with hollow external tubes at the pubic area reassured these men that their own urethra could receive a penis without annihilation. All 3 had mothers who had had gastric resection for ulcers and fathers who nursed only their wives. The sons identified with mother and competed with her for father. Denial was used to avoid knowledge of orality of mouth, anus, and urethra. The urethra itself may serve as a locus for the displacement of orality. 31 references.—(D. Prager)

1144. **Kestenberg, Judith S.** (21 East 87th St., New York City.) **The history of an "autistic" child: clinical data and interpretation.** *J. Child Psychiat.*, 1954, 3, 5-52.—The case history including details of therapy over a several-year period is given for an "autistic" child as an illustration of children with abnormal ego development where a diagnosis cannot be clearly established. Following the case presentation, there is discussion of diagnostic and dynamic problems involved in this type of behavior problem. 34 references.—(C. M. Louttit)

1145. **Mendenhall, John H., & Ewing, John A.** (State Hosp., Butner, N. C.) **Further psychometric evaluation of the effect of meprobosin on anxiety.** *J. ment. Sci.*, 1954, 100, 262-266.—The drug does not alleviate anxiety states as assessed by the Rorschach.—(W. L. Wilkins)

1146. **Michael, M.** **Akorut m'duma shel hogover.** (Male pseudosterility.) *Harefuah*, 1953, 45, 37-39.—Emotional tension or subconscious conflicts may bring about tubal spasm; the frequent occurrence of spastic contraction of the ductus deferens or of the seminal vesicles may account for male infertility. The term "pseudosterility" is proposed for infertility caused by functional disorder. 3 case histories are given in which anxiety symptoms were responsible for the repeated absence of sperms in the postcoital vaginal and cervical smears. In all instances of inexplicable sterility in the presence of normal clinical and laboratory findings of both partners, an investigation of the emotional background is required, followed by adequate psychotherapy (if necessary). English and French summary.—(H. Ormian)

1147. **Mulcock, Donald.** **A study of 100 non-selected cases of sexual assaults on children.** *Int. J. Sexol.*, 1954, 7, 125-128.—Discusses ages of children involved, marital status of the offenders as well as their ages and occupational status, sentences and terms of imprisonment of the offenders, and the sites chosen by the offenders for the committal of the offenses.—(H. D. Arbitman)

1148. **Mussen, Paul H., & Naylor, H. Kelly.** (Ohio State U., Columbus.) **The relationships between overt and fantasy aggression.** *J. abnorm. soc. Psychol.*, 1954, 49, 235-240.—The interrelationships among aggressive needs, anticipation of punishment, and overt aggressive behavior in 29 lower-class boys were investigated in this study. Three hypotheses were tested: 1) among lower class boys, those having a relatively great amount of fantasy aggressive needs indulge in more overt aggressive behavior than those who have relatively few aggressive fantasy needs; 2) Ss whose TAT stories included a great deal of punishment press relative to the number of their aggressive needs demonstrate less overt aggression than Ss whose ratios of punishment press to aggressive needs are low; and 3) Those with low punishment press/aggressive fantasy ratio show more aggression in their behavior than those with high P/A ratio. All three hypotheses were supported by the data.—(L. N. Solomon)

1149. **Nobre de Melo, A. L., & Nogueira de Souza, F.** **Tratamento do alcoolismo crônico.** (Treatment of chronic alcoholism.) *J. brasil. Psiquiat.*, 1953, 2(1), 37-47.—A report on the first part of researches accomplished by Alcoholics Anonymous as to the treatment of chronic alcoholism by means of "Tetraethyl-Tiuram-Disulphite." A short survey of the most recent data on the subject, with specific reference to the mechanism of alcoholic intoxication and evolution of the various theories dealing with the pharmacological action of TTD is given. Specific study of 25 patients exposed to various conditions is made. 11 references. English and French summaries.—(G. S. Wieder)

1150. **Poinado Altabio, José; Rotter Hernández, Laura, & Llopis de Poinado, Luz.** **Anxiety in childhood.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 170-176.—Cases are reported which are believed to substantiate the notion that "the existence of anguish is not a differentiating factor between children and adolescents." Discussion.—(N. H. Pronko)

1151. **Penfield, Wilder.** **Some observations on amnesia.** *Amer. J. Psychiat.*, 1954, 110, 834.—Remarks on the neurological mechanism of amnesia are offered from the author's "Notes from the Menas S. Gregory Lecture," New York U., December 10, 1953.—(N. H. Pronko)

1152. **Podolsky, E.** **The jealous child.** *Arch. Pediat.*, 1954, 71, 54-56.—"The jealous child is not an uncommon phenomenon in our culture. The jealous child is rather frequently encountered because conditions in our society are such that childhood is not always the happy, carefree, secure existence it is

popularly supposed to be. Jealousy is a manifestation of many inner needs that are not or cannot be fulfilled. In many instances, it is the final, total results of physical, mental and emotional deficiencies of one sort or another."—(L. N. Mensh)

1153. Reich, Annie. Early identifications as archaic elements in the super-ego. *J. Amer. Psychol. Ass.*, 1954, 2, 218-238.—Temporary megalomania may be based on a disturbance in the ego ideal. The child longs to share the parents' omnipotence so as to undo a severe narcissistic injury. Inadequate superego integration expresses itself in continual vacillations of self-esteem. Megalomaniac states may alternate with periods of intense self-devaluation as seen in borderline patients. 19 references.—(D. Prager)

1154. Schachter, M., & Cotte, S. Masturbation infantile-juvenile et test de Rorschach (à propos de 50 cas). (Infantile-juvenile masturbation and the Rorschach test (a propos 50 cases). *Bull. Group. Franç. Rorschach*, 1953, No. 3, 15-22.—50 young masturbators have been studied clinico-sociologically and psychologically. Having mentioned briefly the results of the Binet-Simon and Goodenough tests, the authors present detailed results of the Rorschach examination, discussing all types of responses and signs, and confronting their results with the results obtained by them with juvenile prostitutes. 10 references.—(M. Choynowski)

1155. Shapiro, B. (Hebrew U. Jerusalem.) Y'tolat zero mukdomet. (Premature ejaculation.) *Harefuah*, 1953, 45, 39-41.—Based on 1960 cases gathered during 30 years. Premature ejaculation is neither a purely somatic nor a purely psychic disorder, but it is caused by combination of somatic and psychic factors. The question is: How much is psychic, and how much is somatic? The therapy, directed to the total personality, must be of an all-inclusive nature in order to break down old habit patterns, and to build up new normal ones. English and French summary.—(H. Ormian)

1156. Shoben, Edward Joseph (Teachers Coll., Columbia U., New York.), & Borland, Loren. An empirical study of the etiology of dental fears. *J. clin. Psychol.*, 1954, 10, 171-174.—To determine the etiology of dental fears, 15 fearful and 15 nonfearful dental patients were given intensive, fairly structured, two-hour interviews to obtain data on 11 hypotheses. Two independent judges reviewed transcripts of the interviews to determine whether or not a given hypothesis was verified. Only two hypotheses, both relating to unfavorable family attitudes towards dentistry, were supported. "Rather than being specific to the dental situation, dental fears seem to have their sources in the interactions of the developing individual with his parents and other significant persons."—(L. B. Heathers)

1157. Smith, Charles E. The homosexual federal offender: a study of 100 cases. *J. crim. Law Criminol.*, 1954, 44, 582-591.—The exclusively homosexual, considered here, is reported to represent no

single personality type or psychopathological state. Segregation and treatment problems in prison are discussed.—(L. A. Pennington)

1158. Smith, Jackson A., & Brown, Warren T. The use of mebaral in the treatment of chronic alcoholism. *J. nerv. ment. Dis.*, 1953, 117, 544-547.—"Mebaral is a worthwhile adjunct in the treatment of alcoholism. Subjectively it decreases tension, irritability, and insomnia without producing undue drowsiness or euphoria. It is particularly valuable during the period of recovery from a prolonged alcoholic bout. It is an aid in the preparation of the patient for other forms of therapy."—(M. L. Simmel)

1159. Soddy, Kenneth. Mental health and the maladjusted child. *Proc. 4th int. Congr. ment. Hlth.*, 1951, 206-214.—Hereditary and environmental factors leading to maladjustment in the child as well as preventive and curative measures are considered.—(N. H. Pronko)

1160. Sperling, Otto E. (Chm.) Perversion: theoretical and therapeutic aspects. *J. Amer. Psychol. Ass.*, 1954, 2, 336-345.—Psychosexual and emotional maturity represent absolute standards independent of social fiat or statistical norms. The pervert's love object remains a partial object. Perversions belong only to man. The ubiquity of narcissistic identifications in perversions resides in the fact that perversion constitutes a most important defense against unneutralized pregenital, pre-oedipal aggression. Deviant sexual behavior in children represents the fulfillment of the unconscious perverse need of the parents.—(D. Prager)

1161. Stern, A. Al hypatologia shel hasheno. (On pathology of sleep.) *Harefuah*, 1953, 44, 268-270.—The dissociation of sleep components is the leading sign in various diseases associated with sleep disturbances, as e.g. somnambulism, talking during sleep, pavor nocturnus, psychic dissociations during dreams, hypnagogic hallucinations, obsessive neuroses, "waking attacks," delayed psychomotor awakening and their relations to genuine nightmares.—(H. Ormian)

1162. Tarachow, Sidney. Forepleasure aspects of a hobby as a defense against castration anxiety. *J. Hillside Hosp.*, 1954, 3, 67-72.—A clinical note on the analysis of a young man, given to fetishistic attitudes is presented to demonstrate the use of a hobby, model plane building, as a defense against castration anxiety.—(C. T. Bever)

1163. Teirich, Hildebrand R. Über eine Meskalin-schädigung. (A case of mescaline damage.) *Psyche, Heidel.*, 1954, 7, 637-640.—Report of anxiety attacks going back to participation as a student in a mescaline experiment. The 1 min. attacks occurred without aura or loss of consciousness at intervals of one or more months over a 10 year period. The patient was otherwise in good mental health and enjoyed a happy marriage. Autogenous training, a brief analytic clarification, and 2 narcohypnotic sessions gave considerable relief. Because the use of drugs in psychotherapy can leave unresolved gaps in the psychic



process, they may, if used carelessly, produce as many or more difficulties than they help remove.—(E. W. Eng)

1164. Thompson, George N., & Bielinski, Brunon. Improvement in psychosis following conditioned-reflex treatment for alcoholism. *J. nerv. ment. Dis.*, 1953, 117, 537-543.—The authors discuss results of 591 patients treated by the conditioned reflex method for alcoholism. 27 patients suffered from mental disorders. Marked improvement from aversion treatment was noted in all patients except one. This was a case of chronic mental deterioration. In 3 cases of involutional melancholia and 3 cases of schizophrenia, paranoid type, unexpected remissions occurred which could not be accounted for by the removal of alcohol alone. The authors assume that the beneficial effect on mental abnormality is due to improvement in cerebral circulation and to physiologic stimulation of the diencephalon and adjacent cerebral centers.—(M. L. Simmel)

1165. Touroff, Nissim. B'ayot hahitbadut. (Problems of suicide. A psychological and sociological inquiry.) Tel Aviv: D'vir, 1953. 544 p.—"A first attempt in our literature to deal extensively and in detail" with suicide. The analysis is based on data gathered from books, papers and daily journals. In the 1st part (200 p.) the sociology and psychology of suicide is given—problem of death, suicide of animals, first stages of suicide, its causes and patterns. The 2nd part (330 p.) contains positive and negative evaluation of suicide, suicide of outstanding persons, description of suicide in fiction, prevention of suicide and its social evaluation. The author's psychological outlook is that of a moderate psychoanalyst's.—(H. Ormian)

1166. Tureen, Louis L. (St. Louis U., Mo.) Some observations in the behavior pattern of alcoholics on antabuse therapy. *J. nerv. ment. Dis.*, 1954, 119, 43-51.—Case reports of five patients treated for chronic alcoholism with antabuse and psychotherapy. All patients showed strong dependency needs. The contention that behavior during alcoholism is an acting out of compulsive drives too anxiety arousing while sober is borne out by the behavior of these patients while sober.—(J. A. Stern)

1167. Victor, Maurice, & Hope, Justin M. Auditory hallucinations in alcoholism. *J. nerv. ment. Dis.*, 1954, 119, 79-82.—Abstract and discussion.

1168. Wissfeld, E. Epilepsieverdächtige EEG-Befunde bei Psychopathen. Zur Frage der epileptoiden Psychopathie. (Epileptoid EEG records in psychopaths: the problem of the epileptoid psychopaths.) *Nervenarzt*, 1954, 25, 30-36.—On the basis of the case histories of 30 patients and their EEG records, the author raises the question if there are psychopathic personalities who might be rightly labeled as epileptoid psychopaths. It is still uncertain what causes the pathologic changes in the EEG. The main symptoms were episodic moodiness and abnormal irritability. Vegetative and endocrine changes seem to be of some

influence for the etiology of the mood disturbance.

23 references.—(J. M. Kraus)

1169. Zulliger, Hans. Angst in der Spiegelung des Tafeln-Z-Tests. (Anxiety as reflected in the Z-test plates.) *Z. diagnost. Psychol.*, 1954, 2, 55-63.—Following a brief resume of Freud's views on anxiety, a discussion of the Z-test protocol of a 21 year old plumber, and a consideration of anxiety signs on the Rorschach, the author offers a list of 17 indicators of anxiety for the Z-test. The more of these signs are evident in a given protocol, the greater the likelihood of anxiety.—(H. P. David)

(See also abstracts 350, 461)

#### SPEECH DISORDERS

1170. Adams, Hilde M., & Glasner, Philip J. (Johns Hopkins Hosp., Baltimore, Md.) Emotional involvements in some forms of mutism. *J. Speech Hearing Disorders*, 1954, 19, 59-69.—A small number of children who do not speak show no evidence of organic involvement and are resistant to intensive speech therapy. Four non-related cases reported by the authors came from severely disturbed home situations lacking any semblance of emotional and physical security. The fathers were alcoholics and all of the children were extremely afraid of them. All utilized pantomime and sign language in attempts to communicate and under great stress were reported to utter words or short unorganized sentences. Very little success was attained in an attempt to initiate oral communication. The authors believe that therapy should be on a psychotherapeutic level.—(M. F. Palmer)

1171. Anderson, John O. (S. Illinois U., Carbondale.) Bibliography on esophageal speech. *J. Speech Hearing Disorders*, 1954, 19, 70-72.

1172. Berke, Martin J. (Institute of Logopedics, Wichita, Kans.) Psychological measurement and its applications in speech correction. *J. Child Psychiat.*, 1954, 3, 93-101.—"The recognition of the adverse effect of speech defects upon personality, social development, and intelligence has brought the value of psychological measurement to the attention of speech clinicians to an ever increasing extent. Psychological measurement has been found useful both as a screening technique and in evaluation of the general psychological effects of speech corrective work. Recent studies have shown that, in many cases, speech correction programs accelerate the mental and social growth of the individual with a speech problem." 17 references.—(C. M. Louttit)

1173. Berlinsky, Stanley Louis. A comparison of stutterers and non-stutterers in four conditions of experimentally induced anxiety. *Dissertation Abstr.*, 1954, 14, 719.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1174. Bernhardt, Roger Burton. Personality conflict and the act of stuttering. *Dissertation Abstr.*, 1954, 14, 709.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1175. **Brady, Morris W., & Harrison, Saul I.** (Temple U., Philadelphia, Pa.) **Group psychotherapy with male stutterers.** *Int. J. Group Psychother.*, 1954, 4, 154-162.—A description of the resistance and strong negative transference to the therapist that developed in a group of male stutterers. The psychoanalytic significance of the organ of speech is stressed.—(N. M. Locke)
1176. **Edmondson, Harold Swan.** **The Seashore measures of musical talents as a prognostic guide in language rehabilitation for persons with aphasia.** *Dissertation Abstr.*, 1954, 14, 735.—Abstract of Ph.D. thesis, 1954, U. Michigan.
1177. **Emonds, P. L. F.** **Hot stutterers.** (*Stuttering.*) *Gauein*, 1953-1954, 2, 1-17; 43-47.—When speaking—speech being pre-eminently the means of communication—it is necessary to "by-pass" oneself, one must as it were to do so without undue thought. The stutterer does not seem to be able to by-pass himself by forgetting his own body and own person, and directing himself freely to the outer world. This study is a phenomenological approach founded on a basis of empirical data.—(H. P. M. van den Hout)
1178. **Fahmy, M.** (Teachers Training Institute, Cairo, Egypt.) (*Aphasia.*) *Egypt. J. Psychol.*, 1952-53, 8, 187-196.—Motor, sensory, total, amnesic and agraphia as the 5 types of aphasia are discussed. Different methods of speech rehabilitation are presented and dependence of therapy on the psychological environment is a great factor in determining prognosis. In Arabic.—(L. H. Melikian)
1179. **Finkelstein, Phyllis, & Weisberger, Stanley E.** **The motor proficiency of stutterers.** *J. Speech Hearing Disorders*, 1954, 19, 52-57.—15 stuttering children from 4 to 15 years of age were matched with 15 non-stuttering for age, sex and laterality on the Oseretsky Tests of Motor Proficiency. The stutterers were slightly, but not significantly, superior to their controls and were essentially normal as a group on the basis of the test norms.—(M. F. Palmer)
1180. **Holbrook, Anthony.** (U. Illinois, Urbana.) **A study of the effectiveness of recorded articulation exercises.** *J. Speech Hearing Disorders*, 1954, 19, 14-16.—21 experimental subjects were compared to 21 control subjects on the basis of the number of sound substitutions, language background, sex, speech courses in progress, and previous speech courses. The experimental group received special speech training by means of recorded articulation exercises which were also mimeographed to provide visual stimulation. The subjects had time to repeat the stimulus given by the recording, and mistakes were called to their attention. The experimental procedure was continued for 8 weeks. There was a significant reduction in specific dialectical sound substitutions in the experimental group.—(M. F. Palmer)
1181. **Knover, Franklin H.** (Ohio State U., Columbus.) **Graduate theses in speech and hearing disorders—1952.** *J. Speech Hearing Disorders*, 1954, 19, 73-81.—A review of the theses presented in 1952 for graduate degrees in various American Universities dealing with the problems of speech and hearing disorders.—(M. F. Palmer)
1182. **Madenick, M. J., & Stein, J. M.** **A case of amnesic aphasia of fifteen years' duration. Disturbances in abstract thinking.** *J. nerv. ment. Dis.*, 1953, 117, 251-261.—"A case of persistent amnesic aphasia as an immediate sequel of a skull fracture sustained 15 years previously is described. In view of the rather rare occurrence of pure amnesic aphasia, numerous tests were employed, including the Goldstein battery, in an attempt to determine whether there is impairment of abstract thinking. Our results confirm Goldstein's conclusion that in amnesic aphasia there is not only difficulty in naming but also a disturbance in abstract thinking." 17 references.—(M. L. Simmel)
1183. **Moncur, John Paul.** (U. California, Los Angeles.) **Environmental factors differentiating stuttering children from non-stuttering children.** *Speech Monogr.*, 1951, 18, 312-325.
1184. **Moolenaar-Bijl, Annie J.** **Hearing impairment and acoustical training in various speech and voice disorders.** *Proc. Int. Course Paedo-Audiology, Groningen Univ.*, 1953, 78-82.—Hearing, normal or abnormal, is always involved in the educational treatment of voice and speech disorders. Hearing impairment may occur concurrently with lipping or cleft palate speech while acoustical inattentiveness may be associated with cluttering. In the instance of certain types of voice disorders there may be poor acoustic discrimination. Therefore the speech therapist should make extensive use of hearing exercises when working with the type of cases listed above.—(J. J. O'Neill)
1185. **O'Neill, John.** (Ohio State U., Columbus.) **An exploratory investigation of lipreading ability among normal hearing students.** *Speech Monogr.*, 1951, 18, 309-311.
1186. **Perrin, Elinor Horwitz.** **The rating of defective speech by trained and untrained observers.** *J. Speech Hearing Disorders*, 1954, 19, 48-51.—Voices of 7 children of varying degrees of articulatory difficulty were played in paired comparisons to one group of judges with no training in speech therapy and one with much training. There were no significant differences in their evaluations of severity. Both groups showed considerable agreement within their respective groups in rankings, with better agreement among the untrained group, but both showed many inconsistencies. The correlation coefficient between the number of sounds misarticulated and the judges' rankings was significant at the 4% level for untrained judges and better than the one per cent level for trained judges.—(M. F. Palmer)
1187. **Rubin, Wallace.** (Tulane U., New Orleans, La.), & **Laguaitte, Jeannette K.** **Hearing and speech impairment in young children.** *J. Louisiana State med. Soc.*, 1953, 105(9), 356-360.—The importance of diagnosing hearing impairments and speech retardation at as young an age as possible is stressed be-

cause of the advantages of early training. Methods of testing hearing in the very young child are discussed and characteristics of the hearing impaired child as compared with the emotionally disturbed, the aphasic, or the mentally retarded child are given.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1188. **Schuell, Hildred.** (U. Minnesota, Minneapolis.) **Clinical observations on aphasia.** *Neurology*, 1954, 4, 179-189.—The results of detailed study of 65 aphasic patients are summarized, with most symptoms deriving from underlying auditory, visual, or motor impairment. Patterns of impairment are described, and recommendations for treatment are presented.—(L. I. O'Kelly)

1189. **Steinig, Karl.** **Sonderkuren für sprachleidende Kinder Westfalens im Rahmen einer spezialisierten Kurheilfürsorge.** (Special treatment for speech defective children of Westphalia within a specialized program of Social Medical Care.) *N. Bl. Taubstummeng.*, 1954, 8, 42-46.—This specialized program has been started for the first time in the German Federal Republic. Hereditarily sick children without the possibility of success were excluded. Slight cases were treated in special institutes for six or eight weeks, severe cases for months. There were 51 cured out of 91, a considerable improvement in 18 and a recognisable improvement in 14, no improvement only in 5 cases. Beside of a general constitutional rehabilitation there was a marked normalizing tendency of the capillaries, respectively their secondary maturation, as seen by capillaroscopy.—(P. L. Krieger)

1190. **Strauss, Alfred A.** (Cove Schs, Racine, Wis.) **Aphasia in children.** *Amer. J. phys. Med.*, 1954, 33(2), 93-99.—The author identifies aphasia in children with the term "oligophasia," signifying a deficit of language, or lack of language development, differing from aphasia in adults where there is a loss of language after it has grown to its full development. A definition and description of types of oligophasia are given, with a brief discussion of tests and treatment for the condition. Explores the psychology of child's language and auditory perception in relation to oligophasia.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1191. **Wilson, Betty Ann.** (Lafayette (Ind.) City Schools.) **The development and evaluation of a speech improvement program for kindergarten children.** *J. Speech Hearing Disorders*, 1954, 19, 4-13.—128 experimental subjects in a 12 week speech improvement program for kindergarten children versus 114 controls studied by means of checking (p b m n t d k g f l r s) before and after the 12 week period. There was a significant reduction in the mean number of articulation errors made on sounds included in the speech improvement lessons. Six additional sounds not included in the program were also tested before and after the 12 week study with reduction in numbers of errors. Reading readiness scores did not significantly change on the basis of the work done.—(M. F. Palmer)

(See also abstracts 1398, 1526)

## CRIME &amp; DELINQUENCY

1192. **Badenhorst, L. T.** (U. Witwatersrand, South Africa.) **A public opinion poll on corporal punishment.** *J. soc. Res., Pretoria*, 1953, 4, 5-15.—"About three-quarters of the European population of Johannesburg is generally in favour of corporal punishment for criminal offences... With regard to the primary controls of sex and age the differences in response between sub-groups are generally small and probably not significant.... The results again emphasize the difficulty, often experienced in public opinion polling, of selecting meaningful variables in advance." A significant difference occurs when education is used as the variable. "A much higher percentage of people with a university or college education showed themselves in favour of not caning as a punishment for criminal offences."—(N. De Palma)

1193. **Bekwin, Harry.** **The challenge of juvenile delinquency.** *J. Pediatr.*, 1954, 44, 338-342.—In a brief discussion of juvenile delinquency the multiple causes and the difficulty of interpreting statistics on occurrence are pointed out. The New York State plan for prevention of delinquency is presented.—(M. C. Templin)

1194. **California. State. Department of Mental Hygiene.** **Final report on California sexual deviation research.** Sacramento, Calif.: Assembly of the State of California, 1954. 160 p. (Vol. 20, No. 1).—Summary of four years of work on the California Legislature Sexual Deviation Research project. Presents a review of sex legislation and synopses of special sex psychopath laws in the United States, a summary of the study of child victims of adult sex offenders, and a sociological perspective of the sex crime situation in California.—(H. D. Arbitman)

1195. **Cassel, Russell M.** **The relationship of certain factors to the level of aspiration and social distance for forty-four Air Force prisoners.** *J. crim. Law Criminol.*, 1954, 44, 604-610.—Administration of the Cassel Group Level of Aspiration Test and the Social Distance Index indicated, upon analysis, that the greatest security risks had the highest aspiration levels, the largest "D" scores. Correlations between selected variables with the Social Distance Index were all insignificant. The prisoners, scorewise, were more nearly "like the typical high school senior than of delinquent boys in civilian institutions."—(L. A. Pennington)

1196. **Cohen, Y.** **Pigur limudi b'noar avaryan birusholayim.** (Scholastic retardation among delinquent youth in Jerusalem.) *Habibub*, 1952/53, 25, 442-445.—In order to learn whether the school is able to help in treatment of young offenders, their average scholastic retardation is searched. Their scholastic achievements are not so much retarded as in London. The causes are: The authorities in Israel endeavour to keep them at school, and the children are not homeless to the extent of children of equal age in London. Consequently, the scholastic retardation is not an important factor of delinquency, and



the rehabilitation within the schoolclass is to be searched for.—(H. Ormian)

1197. **Deri, Susan K.** *Differential diagnosis of delinquents with the Szondi test.* *J. proj. Tech.*, 1954, 18, 33-41.—Analysis of Szondi profiles of murderers, prostitutes, thieves, and truancy cases reveals that these anti-social individuals have in common in their Szondi profile "the presence of intensive primitive drives with simultaneous lack of integrative or sublimating mechanisms, unsatisfactory correlation between the constellations of the eight drive-factors, which means the lack of healthy self-regulating processes." However, there are no Szondi "signs" that are specific to delinquents; therefore it is not an instrument for the differential diagnosis of delinquency. "Yet the Szondi test is a helpful instrument in revealing the psychodynamics underlying delinquent behavior."—(A. R. Jensen)

1198. **DeStephens, William P.** *Initial failures in rehabilitation among 16,965 Ohio State Reformatory inmates.* *J. crim. Law Criminol.*, 1954, 44, 596-603.—31% who left the reformatory over the past 12 year period were found upon survey to have failed in adjustment. A plea is made for psychotherapy and counseling in the solution to the problem.—(L. A. Pennington)

1199. **Deutscher, Irwin.** (U. Missouri, Columbia.) *The petty offender: a sociological alien.* *J. crim. Law Criminol.*, 1954, 44, 592-595.—Detailed sociological study of 20 recidivist petty offenders permitted the conclusion that their self-concepts were those Merton's retreatists who live as social isolates. 64% of offenses in 461 cities (1948) were of this class.—(L. A. Pennington)

1200. **Epps, P.** *A further survey of female delinquents undergoing Borstal training.* *Brit. J. Delinquency.*, 1954, 4, 265-271.—100 of an original group of 300 girls sentenced to Borstal training between 1948 and 1950 were studied upon their recall for further training after improper behavior. Results indicated a larger number of the emotionally unstable and those with neurotic conflicts in the recall group along with a higher incidence of unfavorable home conditions. Suggestions are made to meet these difficulties.—(L. A. Pennington)

1201. **Fairweather, George William.** *The effect of selected incentive conditions on the performance of psychopathic, neurotic, and normal criminals in a serial rote learning situation.* *Dissertation Abstr.*, 1954, 14, 394-395.—Abstract of Ph.D. thesis, 1953, U. Illinois.

1202. **Gavian, Ruth Wood.** (Brooklyn (N. Y.) Coll.) *Understanding juvenile delinquency.* New York: Oxford Book Co., 1954. vi, 74 p. (Oxford Soc. Sci. Pamph. No. 19).—The 3 chapters of this work summarize in non-technical style the nature, causes, method of study, prevention and treatment of juvenile delinquency. It "was prepared in the hope that the young people who read it will become interested in the causes of juvenile delinquency."—(C. M. Louttit)

1203. **Gill, Ian Gordon.** *An investigation of the psychological effects of the first three months of imprisonment on the personality of the first offender.* *Univ. N. C. Rec.*, 1953, No. 520, 226.—Abstract of M. A. thesis.

1204. **Kay, Brian.** *Reactions of delinquent and other groups to experimentally induced frustration.* *Brit. J. Delinquency.*, 1954, 4, 245-264.—The verbal, motor, and emotional reactions of 60 delinquents, 50 neurotic children, and 60 control school boys to 3 finger mazes (sample, soluble, insoluble in order of presentation) indicated that the control Ss exhibited high tolerance while the delinquents were more extropunitive with the neurotics more intropunitive. The data also indicated that the delinquent population could not be considered as homogeneous, composed, as it was, of stable, unstable, and extremely aggressive personality types. 18 references.—(L. A. Pennington)

1205. **McCorkle, Lloyd W.** *Guided group interaction in a correctional setting.* *Int. J. Group Psychother.*, 1954, 4, 199-203.—A description of the interaction program and some of the difficulties created by the unique correctional environment. The gain for delinquents who participate is seen in a greater ego strength, a more realistic appraisal of self, and less suspicion, among other preliminary findings.—(N. M. Locke)

1206. **Mack, J. A.** *A critical review of research into the causes of delinquency.* *Bull. Brit. psychol. Soc.*, 1954, 22, 43-45.—Abstract.

1207. **Pack, Harris B., & Bellsmith, Virginia.** *Treatment of the delinquent adolescent: group and individual therapy with parent and child.* New York: Family Service Association of America, 1954. 147 p. \$2.00.—Hostility, exhibited overtly in various ways, characterizes the delinquent. The psychopathology is related to environmental conditions, especially deprivations and frustrations at different ages within the family. Work with delinquents in New York is described with discussion of the approach to treatment, the intake process, individual and group therapy, with the delinquents and their parents, and the use of a group procedure in the intake process. Cases are presented to illustrate procedures. 41 references.—(C. M. Louttit)

1208. **Schmidberg, Melitta.** *Is the criminal amoral?* *Brit. J. Delinquency.*, 1954, 4, 272-281.—A documented negative reply is given whereby the ordinary citizen's defense mechanisms are held responsible for the prevalent affirmative answer. Delinquency and criminality are not just due to the pathology of the superego but of the whole personality structure.—(L. A. Pennington)

1209. **Shapiro, A. Eugene.** *A comparative evaluation of the reactions to frustration of delinquent and non-delinquent male adolescents.* *Dissertation Abstr.*, 1954, 14, 400-401.—Abstract of Ph.D. thesis, 1953, New York U.

1210. **Shupe, Lloyd M.** (Police Dep't, Columbus, O.) *Alcohol and crime; a study of the urine alcohol concentration found in 882 persons arrested during or im-*

mediately after the commission of a felony. *J. crim. Law Criminol.*, 1954, 44, 661-664.—64% of the group were under the influence of alcohol when arrested. The crimes involved were more often of the physical violence type.—(L. A. Pennington)

1211. **Spencer, John.** *Delinquent behaviour: some unanswered questions.* *Eugen. Rev.*, 1954, 46, 29-38.—Scientific knowledge on juvenile delinquency stems from psychological, psychiatric, sociological, and biophysical approaches, the latter covering twin studies, somatotyping, and electro-encephalography. More light is especially needed on the etiology of the psychopath and the problem family. Constitutionality and early separation or rejection by the parent and abnormal EEG's show up in the psychopath, while certain recent changes, such as slum clearance, displaced housing and new social services, make it necessary to revise some former concepts on the relation between criminal tendencies and location of homes in urban centers. 47 references.—(G. C. Schwesinger)

1212. **Stallings, Harold L., & Dressler, David.** *Juvenile officer.* New York: Crowell, 1954. viii, 247 p. \$3.00.—This autobiographical narrative relates experiences and evaluations of the senior author who is in command of the Crime Prevention (Juvenile) Bureau of the Los Angeles County Sheriff's office. Problems of the police officer dealing exclusively with juvenile delinquents are discussed in expository style with many case illustrations.—(C. M. Louttit)

1213. **Stockwell, Spencer L.** *Sexual experience of adolescent delinquent girls.* *Int. J. Sexol.*, 1953, 7, 25-27.—Work with delinquent girls between the ages of 12 and 18 shows that approximately 85% were sexually experienced at the time of commitment, comparatively few cases of unwed motherhood were present, homosexuality was a major problem while the girls were in the school, and almost all of the girls displayed a lack of reliable sex information. It is concluded that delinquent girls have serious emotional problems, and that in many cases the emotional difficulty is a result of some maladjustment of the sex life.—(H. D. Arbitman)

1214. **Tolpin, Paul H.** (U. S. Naval Training Center, Great Lakes, Ill.) *Psychiatric evaluation of military prisoners.* *U. S. Armed Forces med. J.*, 1953, 4, 883-887.—The brig psychiatrist's functions have heretofore usually been limited to "the determination of mental competency and the ability, in a psychological sense, of the accused to stand trial and the rigors of confinement." Usually, only psychotics are given a negative decision. It is urged that the psychiatrist so classify certain nonpsychotic individuals who manifest behavior maladjustments which are not conducive to disciplinary-rehabilitative or military psychiatric measures so as to "avoid repetitious disciplinary action against those unfit for duty."—(G. H. Crampton)

1215. **United Nations. Department of Social Affairs. Division of Social Welfare.** *Comparative study on juvenile delinquency: Part IV. Asia and the Far East.* New York: Author, 1953. vi, 123 p. 50¢.—Compara-

tive appraisal of current practice in the treatment of delinquency in Burma, Ceylon, India, Japan, Pakistan, Philippines and Thailand. 4-page bibliography.—(L. A. Pennington)

1216. **United Nations. Department of Social Affairs. Division of Social Welfare.** *Comparative survey on juvenile delinquency: Part V. Middle East.* New York: Author, 1953. vi, 80 p. \$1.00.—A comparative appraisal of practices in the treatment of delinquency in Egypt, Iran, Iraq, Jordan, Lebanon, Saudi Arabia, Syria, Turkey, and Yemen. 3-page bibliography.—(L. A. Pennington)

1217. **Vodder, Clyde B.** (U. Florida, Gainesville.) *The juvenile offender; perspective and readings.* Garden City, N. Y.: Doubleday, 1954. xii, 510 p. \$6.00.—The volume, composed of 13 sections, makes available in 1 place a number of carefully selected writings by specialists. Each chapter is preceded by a brief editorial discussion to serve as a guide to the selected reprints that follow. The book is deemed by the author to be useful for both collegiate and professional instruction.—(L. A. Pennington)

1218. **von Hentig, Hans.** (U. Bonn, Germany.) *Zur Psychologie der Einzeldelikte. I. Diebstahl, Einbruch, Raub.* (On the psychology of individual criminal acts. I. Theft, burglary, robbery.) Tübingen: J. C. B. Mohr, 1954. viii, 195 p. DM 12.80.—From his extensive personal experience and a survey of pertinent German and American literature the author offers manifold observations on criminal behavior. Varied forms and techniques of theft, burglary, and robbery are described and illustrated. Possible economic, sociological, and psychological implications and motivations are considered. Comprehensive study of individual cases is deemed essential since criminal statistics often bury important psychological phenomena or fail to record the infinite scope and variety of criminal behavior.—(H. P. David)

1219. **Walters, Richard H.** *Wechsler-Bellevue test results of prison inmates.* *Aust. J. Psychol.*, 1953, 5, 46-54.—Records were obtained for over a 12-month period of pakeha (persons of European descent) and Maori prisoners. It was tentatively concluded that, according to intelligence tests which were relatively culture-free, the Maori prison group is inferior to the Maori population as a whole. This lack of intelligence may be responsible for their failure to adapt during a period of cultural change and conflict. There is no evidence that the pakeha prisoners are inferior in intelligence to a normal group. The test proved worth-while as a means of determining personality and intelligence factors other than the general intelligence level of the subjects.—(P. E. Lichtenstein)

1220. **West, James Thomas.** *A comparison of the intellectual and emotional aspects of social maturity found in delinquent and non-delinquent boys by means of objective and projective tests.* *Univ. N. C. Rec.*, 1953, No. 520, 228.—Abstract of M. A. thesis.

(See also abstracts 597, 655, 920, 1556)

## PSYCHOSES

1221. Alexander, George H. (Butler Hosp., Providence, R. I.) **Electroconvulsive therapy. A five-year study of results.** *J. nerv. ment. Dis.*, 1953, 117, 244-250.—"The course and 5-year post-treatment status of 96 of 100 consecutive electroconvulsively treated patients form the basis of a study, from which the following conclusions may be drawn: 51% of the group experienced a remission of at least 5 years duration. Age, sex, duration of illness pre-treatment, number of convulsive seizures administered per patient, and duration of hospitalization post-treatment (as measured by discharge from the hospital before or after 30 days post-treatment) were unrelated to remissions or relapses. The only factor studied which was statistically tenable in terms of the treatment results was the nosological classification of the patient; 5-year remissions occurred essentially twice as frequently in nonschizophrenic as in schizophrenic patients."—(M. L. Simmel)
1222. Bender, Lauretta. **Current research in childhood schizophrenia.** *Amer. J. Psychiat.*, 1954, 110, 855-856.—Abstract.
1223. Bender, Lauretta. **Evidences from studies of childhood schizophrenia.** *J. nerv. ment. Dis.*, 1954, 119, 76.—Abstract.
1224. Bibring, Edward. **The mechanism of depression.** In Greenacre, P., *Affective disorders*, (see 29: 1239), 13-48.—Depression is the emotional expression of a state of ego-helplessness and ego-powerlessness to live up to certain strongly maintained narcissistic aspirations. If the narcissistic aspirations are fulfilled actually or in imagination, the result is elation. Infantile fixation to the feeling of helplessness predisposes to depression. The fact that depression is a basic ego reaction to situations of narcissistic frustration does not invalidate accepted theories of the role of orality and aggression in depression. 47 references.—(D. Prager)
1225. Binder, Arnold. **An investigation of differential decrement in the intelligence of schizophrenics.** *Dissertation Abstr.*, 1954, 14, 392-393.—Abstract of Ph.D. thesis, 1953, Stanford U.
1226. Bockoven, J. Sonbourne; Greenblatt, Milton, & Solomon, Harry C. (Boston (Mass.) Psychopathic Hosp.) **Social behavior and autonomic physiology in long-standing mental illness.** *J. nerv. ment. Dis.*, 1953, 117, 55-58.—The authors report results which "indicate that individuals who showed organized-constructive activity in the social situation demonstrated in the physiologic laboratory a relative dominance of parasympathetic tonus. The higher the frequency of organized-constructive activity, the higher the hand temperature, the lower the resting blood pressure, and the less the face temperature reactivity in response to essentially sympathetic stimuli.... In patients with friendly organized and constructive social interaction, there is relative parasympathetic dominance, while, conversely, unfriendly disorganized and nonconstructive activity is associated with sympathetic tension."—(M. L. Simmel)
1227. Buckle, D. F. (U. Melbourne, Australia.) **The use of the Rorschach technique in the diagnosis of schizophrenia.** *Bull. Brit. psychol. Soc.*, 1954, 22, 20.—Abstract.
1228. Cattell, R. B., Dubin, S. S., & Saunders, D. R. (U. Illinois, Urbana.) **Personality structure in psychotics by factorization of objective clinical tests.** *J. ment. Sci.*, 1954, 100, 154-176.—Testing of 100 adult male psychotics with 76 tests yielded 18 factors, for ten of which interpretation is attempted. The major personality dimensions for psychotics appear to be the same as for normals. 23 references.—(W. L. Wilkins)
1229. Cote, Fernand; Dancay, T. E., & Saucier, Jean. **Participation in institutional treatment by selected relatives.** *Amer. J. Psychiat.*, 1954, 110, 831-833.—"This paper demonstrates the value of a rather simple plan whereby a selected relative accompanies a patient to a private voluntary psychiatric hospital. The advantages are economic, educational, and, in some instances, therapeutic. The only significant disadvantages arise from the improper choice of the participating family member. Brief case reports are included."—(N. H. Pronko)
1230. de Vries, W. H. M. **De boomtekening van de demente mens.** (Free-drawings by dementia patients.) *Gauein*, 1953-1954, 2, 26-34.—The tree test yields with dementia patients characteristic peculiarities which are discussed with respect to four models. The tree is drawn schematically, bare, withered, transparent, the top is open, there are no flowing transitions, and there is a lack of perspective. The writer essays to account for these features psychologically as resulting from the dementia patient's manner of existence in the world.—(H. P. M. van den Hout)
1231. Fisher, Seymour; Fisher, Rhoda, & Milkevitch, Alexander. (Elgin State Hosp., Ill.) **The conscious and unconscious attitudes of psychotic patients toward electric shock treatment.** *J. nerv. ment. Dis.*, 1953, 118, 144-152.—30 psychotic male patients, predominantly schizophrenic, were intensively interviewed at the beginning and completion of electroshock therapy to ascertain their experiences and feelings during treatment, both conscious and unconscious. The majority of patients regarded electroshocks with increasing disturbance as the course of treatment proceeded, but those patients who improved significantly with the treatment were less fearful of it. There was a wide range in the patients' conception of the purpose of electroshock treatment.—(M. L. Simmel)
1232. Forrer, Gordon R.; Draper, Charline, & Grisell, James L. (Ypsilanti State Hosp., Mich.) **Pharmacotoxic therapy with atropine sulfate. Remission in two cases with Rorschach findings.** *J. nerv. ment. Dis.*, 1953, 117, 226-233.—"2 paranoid schizophrenes who were treated with pharmacotoxic therapy with atropine sulfate have been presented. Both patients showed rather acute schizophrenic illnesses and both had received electroshock therapy without beneficial response. Accompanying Rorschach protocols confirm conclusively the clinical changes ob-



served in both patients. It should be noted that both patients were overtly psychotic for a relatively short time before toxicity therapy was initiated. They both showed considerable agitation and were disturbed by their hallucinatory experiences."—(M. L. Simmel)

1233. **Freedman, D. A., Sabshin, M., King, H. E., & O'Reardon, B.** (Tulane U. New Orleans, La.) **On the glucose tolerance test, and the effect on the formed elements of the blood of glucose and epinephrine in schizophrenia.** *J. nerv. ment. Dis.*, 1954, 119, 31-42. —10 schizophrenic and 10 control subjects were subjected to a test battery including the Exton-Rose, one dose, and intravenous glucose tolerance tests, and the Thorne test. The delayed rise of blood sugar during oral glucose tolerance tests in schizophrenia previously reported by other investigators was found. It was not, however, a uniform response seen in all schizophrenic subjects. The intravenous glucose tolerance tests did not discriminate between the two groups at the .5, 1, or 2 hour points but did show a significant continuing fall in sugar value at 3 hours in the schizophrenic group. The deviation in glucose tolerance of schizophrenics is related to alteration in sugar uptake from the gut.—(J. A. Stern)

1234. **Frumkin, Robert M.** **Residents in mental hygiene institutions, June 30, 1952.** *Publ. Welf. Statist.*, 1952, 7 (9), 13-16; 57-62. —"Residents with organic psychoses spend a shorter time in residence in hospitals for the mentally ill than do residents with functional psychoses. Schizophrenic patients are usually younger when admitted to mental hospitals and tend to remain longer on the hospital rolls. Of the 5823 residents in Ohio mental hospitals who have been on the rolls 20 years or more, 3096 were schizophrenic patients, 53 percent."—(R. M. Frumkin)

1235. **Gero, George.** **An equivalent of depression: anorexia.** In Greenacre, P., *Affective disorders*, (see 29: 1239), 117-139. —The author compares anorexia and depression via a case study. Anorexia, a symptom of some depressions, can be explained dynamically as to choice of symptom only by intensive analysis of the individual case. Depressed patients have a great need for the reassuring nearness of their love objects and low frustration tolerance when separated from the love object. The depressive's severe superego curbs genital sexuality and thereby blocks the way to the love object. Grief over the loss of the love object shifts to grief about self-inadequacy, a secondary masochistic gratification.—(D. Prager)

1236. **González Estavilla, Ignacio.** **Resultados terapéuticos de las leucotomías.** (Therapeutic results of leucotomies.) *Arch. mex. Neurol. Psychiat.*, 1953, 1, 225-234. —The results of 112 leucotomies performed in the course of 7 years are reported. Of the 112 patients belonging to different categories, 70% benefited by leucotomy: 47.2% recovered and 23% showed some improvement, while only 29.6% were unsuccessful. The group that benefited most from leucotomy was that of the schizophrenics, in which of 72 cases 30 recovered and 19 showed some improvement. Some suggestions are made with regard

to those cases which are more likely to benefit from leucotomy. 111-item bibliography.—(J. Filella)

1237. **Gottfried, Sidney P., Natelson, Samuel, & Pincus, Joseph B.** (Veterans Administration Hosp., Northport, L. I., N. Y.) **Response of serum citric acid levels in schizophrenics to the intramuscular administration of insulin.** *J. nerv. ment. Dis.*, 1953, 117, 59-64. —"Serial serum glucose and citric acid levels were performed on 12 male, adult schizophrenics after the intramuscular administration of 20 units of insulin. Seven of the 12 cases showed an abnormal response to insulin.... Serum calcium, glucose, and citric acid levels were performed on 26 adult male schizophrenics before and after the administration of 80 to 300 units of insulin. 20 of the 26 cases showed a lowering in the serum citric acid, while the other 6 cases showed either no change or a rise in the serum citric acid.... Calcium levels remained within normal limits and were essentially unchanged after insulin administration."—(M. L. Simmel)

1238. **Groetz, Bergith; Reiss, M., & Weldon, G.** (Barrow Hosp., Bristol, Eng.) **Benzolic acid detoxication in schizophrenic patients.** *J. ment. Sci.*, 1954, 100, 145-148. —Hippuric acid excretion rate was found to be disturbed in chronic but not in acute schizophrenics.—(W. L. Wilkins)

1239. **Greenacre, Phyllis.** (Ed.) **Affective disorders; psychoanalytic contributions to their study.** New York: International Universities Press, 1953. 212 p. \$3.00. —The contributions in this volume are abstracted separately in entry nos. 1224, 1235, 1248, 1251, 1291.

1240. **Harris, Arthur, & Norris, Vera.** (Maudsley Hosp., London, Eng.) **Changes in duration of stay of mental hospital patients suffering from functional psychoses during the past 20 years.** *J. ment. Sci.*, 1954, 100, 241-249. —Patients admitted 1940 to 1942 had a shorter hospital stay than those admitted 10 years earlier, as judged by a ten-year follow-up. This suggests that patients admitted may have been less seriously ill and that public attitude toward mental hospitals may be changing toward acceptance of hospitalization for the less serious of mental illnesses.—(W. L. Wilkins)

1241. **Helman, Z.** **Rorschach et dessins dans un cas de lobotomie.** (Rorschach and drawings in a case of lobotomy.) *Bull. Group. Franc. Rorschach*, 1953, No. 3, 9-15. —This is a case study of a paranoid schizophrenic, belonging to a group of patients who underwent lobotomy and have been studied with the Rorschach and drawing test, once before the operation and twice—2 weeks and 3 months—after it. Both tests showed the preservation of the fundamental structure of personality and some turn toward the sensori-motor pole. This corresponds to the latent hypersynchrony with the frontal predominance in the EEG study of the same patients.—(M. Choyński)

1242. **Hetherington, Ralph.** **Psychological changes due to E. C. T. with depressed patients.** *Bull. Brit. psychol. Soc.*, 1954, 22, 45. —Abstract.

1243. Hirschman, William. A study of the communication of learned, meaningful material by schizophrenics and non-psychotics and its relationship to interpersonal involvement. *Dissertation Abstr.*, 1954, 14, 186-187.—Abstract of Ph.D. thesis, 1953, Columbia U.

1244. Hongland, Hudson. Some considerations of the role of the adrenal cortex in the origin of the psychoses. *J. nerv. ment. Dis.*, 1954, 119, 75-76.—Abstract.

1245. Hoffer, Abram; Osmond, Humphrey, & Smythies, John. (Saskatchewan Hosp., Weyburn, Sask.) Schizophrenia: a new approach. II. Result of a year's research. *J. ment. Sci.*, 1954, 100, 29-45.—Adrenochrome, a derivative of adrenaline, has properties similar to those of mescaline and lysergic acid in inducing psychosis-like states. As it probably occurs in the human body it may be related to schizophrenia. The physiological and psychological changes induced are described.—(W. L. Wilkins)

1246. Hurst, L. A. (Sterkfontein Hosp., Krugersdorp, South Africa.), Mundy-Castle, A. C., & Beerstecher, Diane M. The electroencephalogram in manic-depressive psychosis. *J. ment. Sci.*, 1954, 100, 220-240.—Comparison of 117 patients of mean CA 22 with 160 normals of mean CA 22 shows significantly more low voltage fast irregular EEGs among the psychotics. Predominantly manic patients show a greater incidence of second and third harmonics and of following in the 14-26 c./sec. band in their flicker response patterns, than predominantly depressed patients. Implications for a toxic-organic pathogenesis of the psychosis are suggested. 34 references.—(W. L. Wilkins)

1247. Hyde, Robert W. (Boston (Mass.) Psychopathic Hosp.) Factors in group motivation in a mental hospital. *J. nerv. ment. Dis.*, 1953, 117, 212-225.—The data of 43 fifteen-minute observations in the smoking room of a male admission and disturbed ward are analyzed. The proportion of friendly interactions between patients increased in direct relation to increase in the number of friendly personnel interactions with the patients. Ward socialization was found to be relatively independent of the number of personnel present. The patients themselves were the most important single group in bringing about good ward socialization, both with and without the help of personnel. Media of socialization, games, radio and reading were important in implementing the social situations. The authors discuss the changes which have been made in ward procedure on the basis of their study.—(M. L. Simmel)

1248. Jacobson, Edith. Contribution to the metapsychology of cyclothymic depression. In Greenacre, P., *Affective disorders*, (see 29: 1239), 49-83.—The author focuses on the concept of self-representations in relation to the depressive type of identification; the cathectic fluctuations from self to object representations and the reverse; the struggle of the manic-depressive to maintain and recover his position of participation in the power of his love-object; the defense function of the patient's clinging to the real, outside love-object during the depressed period; and

the melancholic symptom formation as an expression of his last failing attempts at restitution of a powerful love object in the superego. The central pathology of depression must be ascribed to aggression and its vicissitudes. 17 references.—(D. Prager)

1249. Jacobson, Edith. Contribution to the metapsychology of psychotic identifications. *J. Amer. Psychoanal. Ass.*, 1954, 2, 239-262.—The normal person takes over the ideals, values, and character traits of the lost love object. The depressed person surrenders his self to the sadistic superego as he once did to the lost love object. The schizophrenic shows fusion of his self-image with images of the love object. The melancholic treats himself as if he were the lost object and the schizophrenic behaves as if he were the lost object. 33 references.—(D. Prager)

1250. Jenkins, Richard L., & Lorr, Maurice. (VA Central Office, Washington, D. C.) Type-tracking among psychotic subjects. *J. clin. Psychol.*, 1954, 10, 114-119.—"A method of type-tracking is described, together with its application to date of 54 rating scales on 423 male psychotic patients...." Types were isolated from which the following patterns were evolved: (1) normality, (2) resistive isolation: catatonic withdrawal; (3) schizophrenic disorganization: schizophrenic excitement and hebephrenic disorder; (4) psychotic reorganization: paranoid stabilization; (5) manic excitement; manic-depressive psychosis, manic phase; (6) mournful depression: manic-depressive psychosis, depressed phase, and (7) panicky agitation: agitated depression. Such patterns can be used in scoring the Multidimensional Scale for Rating Psychiatric Patients.—(L. B. Heathers)

1251. Katan, M. Mania and the pleasure principle: primary and secondary symptoms. In Greenacre, P., *Affective disorders*, (see 29: 1239), 140-209.—Mania is an attempt at restoring normal relationships, and is derived from preoedipal mother-child relationships. Orality in mania is characterized by drinking or sucking rather than biting, thus restoring the original pleasure principle. The primary symptoms of the manic attempt at restitution are manic affect, flight of ideas, and hyperactivity. The secondary symptoms are the result of protective mechanisms. The manic attempts to master the unconscious destructive aggression by healing the narcissistic wound. The ego in mania is not as weak as in depression. Manic symptoms are prepsychotic or nonpsychotic rather than psychotic. Delusions are not manic symptoms. The pleasure-pain principle repairs its own damage thru depression and mania. 21 references.—(D. Prager)

1252. Krosowska, Jolina. (U. Warsaw, Poland.) O objawie zbędnych wspomnień. (On the symptom of superfluous recollections.) *Rocznik psychiatr.*, 1949, 37, 186-201.—Recollections of mental patients, agreeing with reality but irrelevant to present conversation or situation, have been called by Mazurkiewicz superfluous recollections. The author has found this symptom in 145 patients (from among 369) with different diagnoses. She describes several more interesting cases and discusses the relation of the

investigated symptom to other clinical manifestations. They are clearly connected with the disturbances of highest, causal and logical thinking, and seen to be a symptom of the dyssolutive process.—(M. Choynowski)

1253. **London, David.** (31 Bay State Road, Boston, Mass.), & **Holt, William L.** Experience with Reiter type of electric coma at the Boston Psychopathic Hospital. *J. nerv. ment. Dis.*, 1953, 118, 66-75.—22 schizophrenic patients who had not improved with electroshock treatment were given electric coma treatments. 5 patients improved, one improved, then relapsed; 10 patients improved slightly and 4 patients did not improve. The data indicate that patients who failed to improve on either insulin or electric coma treatment are likely to fail equally on the other, but patients who were slightly improved on one of these therapies might benefit significantly on the other.—(M. L. Simmel)

1254. **Layne, Eric.** A comparison of supportive and analytically structured psychotherapy with ambulatory schizophrenic veterans. *Dissertation Abstr.*, 1954, 14, 713.—Abstract of Ph.D. thesis, 1953, New York U.

1255. **Leiser, Rudolf,** & **Izner, Sanford M.** (Wayne County General Hospital & Infirmary, Eloise, Mich.) Combined coramine-glissando electroconvulsive therapy in severe psychotic excitement. *J. nerv. ment. Dis.*, 1953, 117, 353-355.—The technique is briefly described together with the results obtained on a series of 14 patients "characterized symptomatically by severe excitation and/or agitation." After two months' follow-up 8 of the patients are in good remission, 2 have shown temporary improvement and good hospital adjustment. Patients usually require 8 to 10 treatments in a series.—(M. L. Simmel)

1256. **Levin, Max.** The "capacity to split." The pathogenesis of schizophrenia in the light of its association with mirror movements. *J. nerv. ment. Dis.*, 1954, 119, 61-66.—The author presents his reasoning for favoring the hypothesis that "mirror movement (one half of the body imitates the movements performed by the other half) and schizophrenia, different though they are, resemble each other profoundly in their inner nature."—(J. A. Stern)

1257. **Levy, Sol,** & **Southcombe, R. H.** (Eastern State Hosp., Medical Lake, Wash.) Suicide in a state hospital for the mentally ill. *J. nerv. ment. Dis.*, 1953, 117, 504-514.—The incidence of suicide at the state hospital was found to be many times higher than among the general population. The highest incidence occurred in the age group 45 to 54 years. The highest rate occurred within the first 3 months of hospitalization while few patients committed suicide after they had been institutionalized five years or longer. 50% of the patients who committed suicide were classified as schizophrenic, while only 10% were diagnosed as manic depressives, depressed. Depression was found to be present in only 55% of the patients. 14 references.—(M. L. Simmel)

1258. **Levett Doust, John W.,** **Schneider, Robert A.,** **Tolland, George A.,** **Walsh, Michael A.,** & **Barker, G. B.** (Maudsley Hosp., London, Eng.) Studies on the phys-

iology of awareness. The correlation between intelligence and anoxemia in senile dementia. *J. nerv. ment. Dis.*, 1953, 117, 383-397.—"The arterial oxygen saturation and intelligence levels of 89 aged hospitalized patients, whose illness represented a continuum of clinical senile dementia, were examined by spectroscopic oximetry and subtests of the Wechsler-Bellevue battery respectively. A highly significant correlation was found to obtain... the degree of relative anoxemia being representative of the extent of the dementia. Oximetric methods were also found clearly to discriminate between psychometrically testable and untestable subjects. No correlation was found between oximetric results and chronological age.... A simple 22-item screening questionnaire was found to serve as a reliable shorter substitute for the Wechsler-Bellevue intelligence test in the population examined." 39 references.—(M. L. Simmel)

1259. **McAuley, W. F.** The concept of schizophrenia. New York: Philosophical Library, 1954. 145 p. \$3.75.—"The purpose of this book is to estimate present knowledge of schizophrenia, to assess its historical background and evolution, and to indicate the importance of heredity and environment. These latter two factors are the basis of endless and often nebulous discussions from the standpoint of their relative importance." Impingement of social and environmental conditions upon the personality, neurophysiology and metabolism, diagnosis and a survey of modern treatments are also considered.—(N. H. Pronko)

1260. **Manfredini, Jurandyr.** A psicopatologia pré-esquizo-frênica. (Pre-schizophrenic psychopathology.) *J. brasil. Psiquiat.*, 1953, 2(1), 49-69.—Analysis of a Rorschach protocol containing 247 response items so that through this analysis significant morbid traits are isolated. This is a continuation of a previous paper (see 27: 7327) on which the more formal aspects of the Rorschach psychogram were analyzed. A more qualitative interpretative study is assayed here. English and French summaries.—(G. S. Wieder)

1261. **Meadow, Arnold;** **Greenblatt, Milton,** & **Solomon, Harry C.** (Boston (Mass.) Psychopathic Hosp.) "Looseness of association" and impairment in abstraction in schizophrenia. *J. nerv. ment. Dis.*, 1953, 118, 27-35.—"The experiment was designed to measure the relationship between 'looseness of association' and impairment in abstraction in 41 chronic schizophrenic subjects. A newly devised free verbalization test was used to measure 'looseness of association.' Impairment in abstraction was measured by the object sorting, neutral proverbs, emotional proverbs and similarities tests.... The data indicate that the greater the 'looseness of association,' the greater the impairment in abstraction, correlation coefficients ranging from .27 to .68. The results are interpreted to suggest that impairment in abstraction and 'looseness of association' are closely linked aspects of thought disturbance in chronic schizophrenic subjects and probably characterize those patients with poor prognosis."—(M. L. Simmel)



1262. **Medina, R. F., Pearson, J. S., & Buchstein, H. F.** (Willmar State Hosp., Minn.) **The long term evaluation of prefrontal lobotomy in chronic psychotics.** *J. nerv. ment. Dis.*, 1954, 119, 23-30.—46 patients, of whom 25 had matched controls were studied 8.5 years after surgery. Improvement in behavior varied, of the 20 operates showing greatest degree of improvement 25% reached peak adjustment within one year after surgery, 60% within 5 years, an additional 40% continued to improve up to 8 years post-operatively. Regression in behavior occurred, in general patients did not, however, regress to their pre-operate level during the 8.5 year period they were studied. A decrement in performance on the Wechsler-Bellevue picture arrangement test and on the Porteus mazes was found when patients were compared to their controls at this testing, indicating a permanent measurable decrement in these tests of intellectual functioning.—(J. A. Stern)
1263. **Mandelson, M.** (Nova Scotia Hosp., Dartmouth, N. S.). **Psychiatric views of depression: a critical and historical review.** *Bull. Marit. psychol. Ass.*, 1954, (Spring), 21-32.—"The changing views of the concept of depression have been reviewed from Kraepelin's first classic delineation of psychiatric entities, through the controversies that resulted from his classification up to the most recent attempts in the English and American literature to set up reasonable diagnostic categories." 38 references.—(W. F. Grether)
1264. **Milrod, David.** **Some prognostic factors in schizophrenia related to childbirth with a report of two cases.** *J. Hillside Hosp.*, 1954, 3, 107-125.—The psychodynamics of two patients suffering from puerperal schizophrenia are outlined and 6 prognostically valuable factors are suggested: (1) personality of patient's mother, (2) timing of shift from mother to father as love object, (3) the unconscious meaning of childbirth, (4) the extent of the defenses against femininity and oedipal guilt, (5) the problem in handling hostility, and (6) the maturity of the character structure. 30 references.—(C. T. Bever)
1265. **Morris, Thais, & Stevenson, Ian.** (Louisiana State U., New Orleans, La.) **Psychiatry and social work in the vocational rehabilitation of psychiatric patients.** *Proc. nat. Conf. soc. Wk.*, 1953, 148-158.—The authors, a psychiatrist and a social worker, report a study of 25 chronically unemployed psychiatric patients with whom they undertook a direct approach in vocational rehabilitation instead of attempting further psychotherapy along traditional lines. The approach is described in some detail and the results seen as highly favorable.—(L. B. Costin)
1266. **Motta, Emanuele.** (Messina U., Italy.) **Il trattamento associato degli shock encefalomielici e dei ganglioplegici negli schizofrenici agitati.** (Amphetamine shock treatment combined with ganglioplegics in agitated schizophrenics) *Arch. Psicol. Nerv. Psich.*, 1954, 15, 75-83.—The effects of treatment with the combination of a sympathomimetic substance (methendrine), and a ganglioplegic drug in 12 agitated, chronic schizophrenics are presented. The effects show that the combined treatment avoids the manifestation of aggressive attitudes, which represents an important advantage. 27 references.—(A. Manoil)
1267. **Osmond, Humphrey.** **Inspiration and method in schizophrenic research.** *Amer. J. Psychiat.*, 1954, 110, 858.—Abstract.
1268. **Peters, H. N., & Murphree, O. D.** (VA Hosp., North Little Rock, Ark.) **The conditioned reflex in the chronic schizophrenic.** *J. clin. Psychol.*, 1954, 10, 126-130.—"The results of two experiments, with different patients, experimenters, and conditions, agree in showing (1) greater reactivity of the PGR to the UCS in normals and in chronic schizophrenics who have been through three months of problem solving than in the chronic schizophrenics who did not receive the learning treatment; and (2) that normals and treated chronic schizophrenics are more readily conditioned than are untreated chronic schizophrenics." The authors suggest that the results of these conditioning studies support an hypothesis that a part of chronic schizophrenia is a condition of the cortex approximating functional decortication.—(L. B. Heathers)
1269. **Phillips, Leslie.** (Worcester (Mass.) State Hosp.) **Case history data and prognosis in schizophrenia.** *J. nerv. ment. Dis.*, 1953, 117, 515-525.—The author describes a rating scale based on case history data for predicting outcome of shock treatment in schizophrenic patients. Results indicate that those sections of the scale which reflect the recent sexual life and its social history are particularly successful in predicting the outcome of treatment. The ability to initiate and maintain a mature heterosexual relationship in the premorbid period is good evidence that the patient will improve with treatment; conversely the individual who has never maintained such mature contacts is not likely to improve. The typical schizophrenic appears to be such an individual.—(M. L. Simmel)
1270. **Reiner, E. R.** (Worcester (Mass.) State Hosp.) **Psychopathology of insulin therapy.** *J. nerv. ment. Dis.*, 1953, 118, 61-65.—37 male and female psychiatric patients of whom 31 were classified as schizophrenic underwent 50 insulin comas and subcomas over a 3 months period. At the same time they received 3 times a week non-directive group therapy. 12 of the patients had either had previous electroshock therapy or underwent electroshock convulsions at the same time. Evaluation with the Malamud-Sands clinical rating scale at 2 week intervals from 2 weeks preceding treatment to 4 weeks following treatment was compared with overall clinical ratings. 19 patients were found unimproved. Improvement in affect, feeling, thought processes, subjective reorganization and insight correlated with clinical improvement. The prognostic value of hostile reactions and retarded motor activity is discussed.—(M. L. Simmel)
1271. **Richman, Joseph.** **The effect of the emotional tone of words upon the vocabulary responses of schizophrenics.** *Dissertation Abstr.*, 1954, 14, 188.—Abstract of Ph.D. thesis, 1953, Columbia U.

1272. **Rojas, Nerio.** Psychiatric care, hospital services, legislation and various aid problems. *Proc. 4th int. Congr. ment. Hlth.*, 1951, 146-152.—A variety of medical (preventive, therapeutic and custodial) and legal services are proposed for handling psychotic patients. Elimination of popular prejudices concerning insanity is also suggested.—(N. H. Pronko)

1273. **Rotondo, Humberto.** Estados depresivos y organización perceptiva. (Depressive states and perceptive organization.) *Rev. Neuro-Psiquiat.*, Lima, 1953, 16, 145-158.—The way in which a random sample of 10 patients with melancholia perceived facial expressions was experimentally studied. Both structured and ambiguous stimuli were used. The following results were obtained: (1) blurred faces (ambiguous stimuli) brought about reactions of sadness, anxiety, and aggressivity; (2) neat faces with arrogant expressions (structured stimuli) elicited the same reactions as the ambiguous stimuli; and (3) fixation of erroneous responses in spite of clearer and different data. It is evident that this group of melancholic patients shows autistic reactions in the perception of facial expressions. 18 references.—(R. M. Frumkin)

1274. **Rouleau, Y., Nadeau, G., Delage, J., Coulombe, M., & Bouchard, M.** An appraisal of histamine therapy in schizophrenia. *Amer. J. Psychiat.*, 1954, 110, 856.—Abstract.

1275. **Rümle, Wilfried.** (Psychiatrische Universitätsklinik Basel, Switzerland.) Vergleichende Untersuchungen an Blutweis von klinisch Gesunden und chronisch Katatonen. (Comparative study of blood-protein in normals and chronic catatonic patients.) *Conf. neurol.*, 1954, 14, 32-50.—"The author studied the blood proteins in 22 healthy persons and 22 chronic catatonics by means of the sedimentation rate, the cadmium reaction, the Weltmann reaction and the interferometric micro-electrophoresis.... Georgi's observation that in catatonic attacks low values of the sedimentation rate are often found, has been confirmed in women.... Positive cadmium reactions were observed only in schizophrenics, but a relationship to the actual state of the disease could not be found.... In catatonic attacks there were deviations in the electrophoretic findings regarding the various fractions; they were interpreted as indicative of a disturbance of liver function." French and English summaries. 22 references.—(M. L. Simmel)

1276. **Sackler, Raymond R., Sanders, Rosalthe H., Sackler, Mortimer D., & Sackler, Arthur M.** Plasma glutamic acid levels in health and disease. Part I: A report on normal controls. *J. clin. exp. Psychopath.*, 1954, 15, 19-24.—"Plasma glutamic acid levels in 18 male and 20 female subjects determined by a microbiologic technic are reported. A range of from 0.0 to 1.4 mg. per cent with a mean of 0.64 mg. per cent was found. There was no difference between the levels based on sex; however, a difference between determinations made in January and those in February and March was found and is under current investigation. The data are compared with those in the literature."—(S. Kavruck)

1277. **Sackler, Raymond R., Sanders, Rosalthe H., Sackler, Mortimer D., & Sackler, Arthur M.** Plasma glutamic acid levels in health and disease. Part II: A report on hospitalized schizophrenics. *J. clin. exp. Psychopath.*, 1954, 15, 26-31.—"Determination of the plasma level of glutamic acid in 42 schizophrenic hospital patients was found to have a mean of 1.18 mg. per cent, with a range from 0.0 to 3.0 mg. per cent. The difference in plasma glutamic acid levels in these patients and in 'normal' controls is noted. All reports on plasma glutamic acid levels in schizophrenics and epileptics, together with findings obtained simultaneously on normal controls are compiled. Considerations relating to the differences in titers of schizophrenics and 'normals' and to the elevated levels in the former group are introduced."—(S. Kavruck)

1278. **Schmid, S.** (U. Basle, Switzerland.) Liver-tissue changes in schizophrenia. *J. Neuropath. exp. Neurol.*, 1953, 12, 397-399.—The author briefly reviews previously reported postmortem findings of liver pathology in schizophrenics. Examination of the liver of persons of the same age who have not died from mental disease reveals the same reaction in the liver-tissue, especially if death results from pneumonia, any form of kidney-disease or diseases of the heart. He concludes: "It is histopathologically not possible to find any substrata in the liver which could be considered worthy of note or typical of schizophrenia."—(M. L. Simmel)

1279. **Schwing, Gertrud.** A way to the soul of the mentally ill. New York: International Universities Press, 1954. 158 p. \$3.00. (Monogr. Ser. Schizophrenia, No. 4.)—It is contended that the way to establish a positive transference relationship with a schizophrenic is to give the patient that motherliness which he lacked as a child. Motherliness is not identical to mother love. Chapter headings include: Motherliness, How is the relationship established?, The therapeutic effect of motherliness, and Technical aspect of the treatment of psychoses. 8 case reports. 27 references.—(L. N. Solomon)

1280. **Simon, Alexander; Yeager, Charles L., & Bowman, Karl M.** Studies in electroencephalography. IV. Electroencephalographic investigations. *J. nerv. ment. Dis.*, 1953, 118, 131-143.—"50 patients who received a course of electroencephalography were studied electroencephalographically. 28 had normal pre-treatment electrograms and 22 had mildly slow electrograms. There was a dysrhythmic response of the electrogram to continued treatment. This response consisted of high amplitude slow waves prior to and during hyperventilation. No correlation was observed between the type of mental disorder, duration of illness, and age of the patient with the type of preshock electrogram, electroencephalographic response during treatment, and the electroencephalographic response in the post-shock recovery period. The electroencephalogram was not found to be of value in prognosticating the clinical outcome of treatment."—(M. L. Simmel)

1281. **Sloan, Genevieve Sennett.** (Wayne Co. General Hosp., Detroit, Mich.) Helping psychotic patients to-

word reality through the application of professional ethics. *J. psychiat. soc. Wk.*, 1954, **23**, 169-171.—The caseworker sees clients in relation to their family constellations and as members of their communities. What is the casework responsibility when aims and wishes of client are opposed to those of other persons in the environment? Trying to support the client in his objectives is not necessarily the best way to preserve the patient's remission and help him recognize, accept and strengthen his hold on reality. Cases are given to illustrate discussion.—(L. B. Costin)

1282. Sloane, Bruce, & Lovett Daust, John W. (Maudsley Hosp., London, Eng.) **Psychophysiological investigations in experimental psychoses: results of the exhibition of d-lysergic acid diethylamide to psychiatric patients.** *J. ment. Sci.*, 1954, **100**, 129-144.—Administration to depressives, schizophrenics, and normal controls reveals no measurable impairment of memory or concentration, no eidetic tendency, no differences in perceptual responses, no change on Rorschach, no reversal of perspective in ambiguous figures, and it is concluded that it is difficult to obtain valid differentiating measures of clinically apparent changes. 42 references.—(W. L. Wilkins)

1283. Steinbrook, Edward J. (State U. N. Y., Syracuse.) **The schizophrenic, manic, and depressive behavioral reactions.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, **286**(Mar.), 45-54.—The search for the anatomic site of behavior disease has been abandoned. Progressive deterioration of dementia praecox can be thought of as a reasonable adjustment to hospital society. Role of genetic transmission is still problematic. Treatment involves the creation of an enduring interpersonal experience on whatever terms the patient may initially require. Depressive reactions are a complex of anxiety, anger, and feelings of being unloved and being helpless. Manic behavior is often a distraction from a depressing environment.—(M. M. Berkun)

1284. Steinman, Karl. **The validity of a projective technique in the determination of relative intensity in psychosis: an investigation of the correlation between the human figure drawings of diagnosed psychotics and a physiological measurement known to be related to the severity of the psychotic process.** *Dissertation Abstr.*, 1954, **14**, 717.—Abstract of Ph.D. thesis, 1953, New York U.

1285. Temple, G. Roe. (VA Center, Neuropsychiatric Hosp., West Los Angeles, Calif.) **The motivation of regressed catatonic patients—the psychiatric social worker on the therapeutic team.** *J. psychiat. soc. Wk.*, 1954, **23**, 159-166.—The author describes the social worker's role in a treatment plan through socialization for regressed catatonic patients. The treatment aim is to prepare the patient for discharge by enabling him to reach an adjustment within socially acceptable limits. At the same time work goes on with the family to help them become willing and able to accept the patient and carry on a similar program of socialization at home.—(L. B. Costin)

1286. Tow, P. Macdonald, & Armstrong, R. W. (Oxford, U., Eng.) **Anterior cingulotomy in schizophrenia and other psychotic disorders: clinical results.** *J. ment. Sci.*, 1954, **100**, 46-61.—Clinical histories of 17 patients show temporary improvement for three months with occasional improvement of conduct up to 18 months, but no lasting or therapeutically valuable improvement results. No response was obtained with two psychotic depressives.—(W. L. Wilkins)

1287. Weinstein, Louis. (VA Hosp., Marion, Ind.) **Electroconvulsive and insulin coma therapy in the presence of active pulmonary tuberculosis.** *J. nerv. ment. Dis.*, 1953, **118**, 36-50.—Case histories are presented of 7 cases out of a group of 33 tuberculous psychiatric patients of whom 15 had undergone insulin coma and 18 electroconvulsive therapy. In only one case were adverse effects noted. 18 references.—(M. L. Simmel)

1288. Whitman, Martin. (U. Delaware, Newark.) **The performance of schizophrenics on social concepts.** *J. abnorm. soc. Psychol.*, 1954, **49**, 266-271.—"A hypothesis was derived from Cameron's view of schizophrenic thinking as a product of the social disarticulation of this group, as contrasted with Goldstein's interpretation of the defect in schizophrenic thought as the result of an impairment of the abstract attitude. The hypothesis was that schizophrenics would exhibit a greater decrement relative to normals on a test of social concepts than on tests of formal concepts." The data support this hypothesis. 22 references.—(L. N. Solomon)

1289. Williams, Meyer. (VA Hosp., Downey, Ill.) **Psychophysiological responsiveness to psychological stress in early chronic schizophrenic reactions.** *Psychosom. Med.*, 1953, **15**, 456-462.—By continuous presentation of 3 psychological stress situations designated as nonpersonal, personal, and interpersonal, and by continuously recording the galvanic skin response, the pulse and respiration rates for 18 patients and a control group, it was noted that (1) the schizophrenic group showed a heightened level of physiological activity during both rest and stress intervals; (2) physiological variability was less for the patients; (3) the schizophrenics were less stimulated by the personal and interpersonal stresses. It is hypothesized that the schizophrenic is consistently emotionally aroused with stress further increasing this level.—(L. A. Pennington)

1290. Wortis, Joseph. **Pavlov's experimental work and psychoses.** *J. nerv. ment. Dis.*, 1954, **119**, 77.—Abstract.

1291. Zetzel, Elizabeth Rosenberg. **"The depressive position."** In Greenacre, P., *Affective disorders*, (see 29: 1239), 84-116.—Melanie Klein's concept of "the depressive position", thru its terminology, implies a more far-reaching implication of infantile psychosis than is in fact the case. However, since the achievement in the infant of a whole object relationship is accompanied by anxiety and vulnerability to depression in the event of object loss, the concept of "the depressive position" under the name "depressive



vulnerability," for example, may prove important in our understanding of the development of object relations. Melanie Klein's views are suggestive and stimulating but as yet unproved.—(D. Prager)

1292. Zubin, Joseph, & Winkle, Charles. (Columbia U., New York.) **Psychological prognosis of outcome in the mental disorders.** *J. abnorm. soc. Psychol.*, 1954, 49, 272-281.—"A review of the literature on the use of psychological tests for prognosis revealed an extreme amount of variation and contradiction in the indices considered prognostic. In an attempt to partially explain these contradictions, the factor of chronicity was investigated in psychotics." The criteria for a good prognostic study are set forth. 85-item bibliography.—(L. N. Solomon)

(See also abstracts 207, 1006, 1074)

#### PSYCHONEUROSES

1293. Bergler, Edmund. **The sham shame in the neurotic complaint.** *Int. J. Sexol.*, 1953, 7, 28-30.—One type of "sham shame," talking in company, is discussed. In analyzing these patients, it is noted that one finds three mechanisms hidden behind the more superficial, though repressed, phallic castration: (1) Unsolved peeping conflicts, (2) mechanism of 'Pseudo-moral connotation of the neurotic symptom,' and (3) masochistic elaboration.—(H. D. Arbitman)

1294. Blumental, K. **Tipuah neurozot v'entsaim lim'naton.** (Prevention of fixation of neurosis.) *Harefuah*, 1953, 44, 177-179.—The danger of fixation of a neurosis is created through any event, which may be the source of a claim for compensation, and it becomes greater in special social conditions, if an individual has a disposition for such development. Among etiological factors, the attitude of the physician and his procedure of examination are of importance. The necessity is stressed for legislation to prescribe the procedure in such cases by industrial psychiatrists. To increase the industrial productivity, we have to prevent the development of neurosis through industrial accidents. English and French summary.—(H. Ormian)

1295. Brazelton, T. Berry. (Harvard Med. Sch., Boston, Mass.) **The pediatrician and hysteria in childhood.** *Nerv. Child.*, 1953, 10, 306-313.

1296. Dawes, Lydia G. **The psychoanalysis of a case of "grand hysteria of Charcot" in a girl of fifteen.** *Nerv. Child.*, 1953, 10, 272-305.

1297. Downes, Jean, & Simon, Katherine. (Milbank Memorial Fund, New York.) **Characteristics of psychoneurotic patients and their families as revealed in a general morbidity study.** *Psychosom. Med.*, 1953, 15, 463-476.—Repeated visits to families within the Eastern Health District of Baltimore between 1938-1943 where 90 families with 1 or more neurotically ill members were studied as contrasted with 828 control families showed no important differences between the two groups with reference to social factors such as crowding, moving, income, education, and other variables. Persons with chronic illnesses, however, were highly concentrated in the 90 families

—27% as contrasted with 15% in the control group.

—(L. A. Pennington)

1298. Eidelberg, Ludwig. **An outline of a comparative pathology of the neuroses.** New York: International Universities Press, 1954. 263 p. \$4.50.—"This book is being written for advanced students of psychoanalysis, and should be read only by them" reads a statement in the preface. The author subsequently clarifies his remarks, then sets forth the aim of arousing "sufficient interest" among his colleagues to stimulate exchange of "information leading to a quantitative evaluation of analytic material." Chapters include those the reader will anticipate, e. g., "The theory of instincts," "The concept of the unconscious," "Defense mechanisms," etc. A final chapter is devoted to the author's conclusions.—(A. R. Howard)

1299. Farnham, Marynia F. **Cases of hysteria in childhood.** *Nerv. Child.*, 1953, 10, 232-237.

1300. François, P. **Baisse d'acuité visuelle et petits pithiotes.** (Fall of visual acuity and young hysterical subjects.) *Bull. Soc. Ophthal. Fr.*, 1953, 4, 434-435.—(See *Ophthal. Lit.*, 1954, 7(4), 531, abn. 2915.)

1301. Ginsberg, Sol Wiener. (Columbia U., New York.) **The neuroses.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286 (Mar.), 55-64.—After pointing out difficulties in defining normality and neurosis, the author briefly outlines prominent types of neurosis, their distribution in the population, and the common forms of treatment.—(M. M. Berkun)

1302. Gwathmey, G. T. **The ocular neuroses.** *J. Florida med.*, 1953, 40, 15-20.—(See *Ophthal. Lit.*, 1954, 7(4), 532, abn. 2922.)

1303. Hargrove, Eugene A., Bennett, A. E., & Steele, Marion. **An investigation of carbon dioxide as an adjunct to psychotherapy in some neuroses.** *Amer. J. Psychiat.*, 1954, 110, 844-849.—The results of a study are presented in which a total of 100 patients were treated for anxiety or neurotic depression with carbon dioxide combined with psychotherapy or with psychotherapy alone.—(N. H. Pronko)

1304. Houscher, J. E. (15654 Blossom Hill Rd., Los Gatos, Calif.) **Intermediate states of consciousness in patients with generalized tics.** *J. nerv. ment. Dis.*, 1953, 117, 29-38.—"The intermediate states of consciousness observed in 3 patients with severe tic-neuroses (Maladie Gilles de la Tourette) are discussed from a descriptive and etiologic point of view. They are analogous to an early infantile stage and may be considered as regressive conditions, since a direct causal link with this stage apparently exists. The latter offers an acceptable form of existence to which the patient occasionally returns temporarily because he cannot bear continuously the conflicts which have arisen during his Egoformation. The intermediate states of consciousness and the accompanying symptoms (tics, shrieks, echolalia, echopraxia, koprolalia, etc.) fulfill therefore a double role: regression to a more tolerable stage with immediate more or less

symbolic expression of inner tensions or conflicts, and avoidance of a psychotic break."—(M. L. Simmel)

1305. **Levins, Jacob; Luffol, Julius.** (VA Hosp., West Haven, Conn.), **Berkowitz, Martin; Lindemann, James, & Drevdahl, John.** *Conforming behavior of psychiatric and medical patients.* *J. abnorm. soc. Psychol.*, 1954, **49**, 251-255.—"A group of ten non-psychotic psychiatric patients in the open ward of a general hospital was compared with seven medical patients without disabling psychiatric symptoms, with respect to the variability of their judgments of the autokinetic phenomenon.... The results indicated that neurotic Ss were consistently more variable than nonneurotic Ss in their judgments and were less affected by the group influence."—(L. N. Solomon)

1306. **Mowrer, O. Hobart.** (U. Illinois, Urbana.) *Emerging conceptions of neurosis and normality.* In *Hsu, Culture and personality*, (see 29: 535), 119-138.—The author briefly states his theory that neurosis is "a displaced, or dislocated, expression of the self-critical functions" rather than the result of repressed impulse or desire as in basic Freudian doctrine. In a second part the contributions of anthropology to the understanding of personality problems are discussed. The 2 major contributions are the concept of culture, and the "concept of organization, integration, or pattern." Discussion by George Saslow.—(C. M. Louttit)

1307. **Robins, Eli, & O'Neal, Patricia.** *Clinical features of hysteria in children, with a note on prognosis. A two to seventeen year follow-up study of 41 patients.* *Nerv. Child.*, 1953, **10**, 246-271.

1308. **Segal, Henry A.** *Iatrogenic disease in soldiers.* *U. S. Armed Forces med. J.*, 1953, **4**, 49-59.—"Factors are present in both the military patient and the medical officer which explain the high incidence of iatrogenic disease in the Army. Most prominent of these are the failure to recognize the normal visceral responses to anxiety, and the failure to treat properly patients with psychogenic disease. In both instances treating the patient as though he were sick serves to fixate his anxiety at the somatic level and to neglect the underlying emotional cause. Doubt, indecisiveness, and insecurity in the medical officer are reflected in his treatment, examination, attitude, and disposition of the case and predispose to the development of iatrogenic disease."—(G. H. Crampton)

1309. **Starr, Phillip H.** *Some observations on the diagnostic aspects of childhood hysteria; (a study of cases admitted into a children's hospital.)* *Nerv. Child.*, 1953, **10**, 214-231.

1310. **Teicher, Joseph D.** (1325 W. Adams Blvd., Los Angeles 7, Calif.) *"Combat fatigue" or death anxiety neurosis.* *J. nerv. ment. Dis.*, 1953, **117**, 234-243.—"The fundamental basic pillars of the neuroses in war are based on the drive for self-preservation with its affective aspect, fear of death, and on the residues of the Oedipus complex present in all in varying degrees, particularly the sense of guilt deriving from a fantasied murder in the past....

Combat may provoke symptoms of the psychoneurosis called 'war neurosis.' Other elements in the structure of the neurosis have been indicated to indicate its complexity, and that it is not only as 'deep as the symptom.'" The authors suggest the term "death anxiety neurosis" instead of the terms "combat fatigue," "operational fatigue," "traumatic neurosis" and "war neurosis." 9 references.—(M. L. Simmel)

1311. **Teirich, Hildebrand R.** *Ein Fall von Koro.* (A case of "koro.") *Psyche, Heidel.*, 1954, **7**, 633-636.—Account of a male neurotic's fear that his penis would shrivel up and recede into the abdominal cavity. To prevent this, adhesive tape was used to secure the genital. This type of neurotic fear has been previously reported from China and Southeast Asia where it is known as "koro." A study of the Asiatic cases as well as the reported European case points to the derivation of the fear from castration anxiety and fear of sexual feelings.—(E. W. Eng)

1312. **Thurner, Franz.** (U. Innsbruck, Austria.) *Diagnose einer Situationsneurose bei Mitverwendung psychologischer Testmethoden.* (Diagnosis of a case of situational neurosis with the assistance of psychological tests.) *Z. diagnost. Psychol.*, 1954, **2**, 64-77.—As a demonstration of the role of the clinical psychologist in an Austrian University psychiatric clinic, the initial psychological examination of a new patient is described. Rapport is established, a Rorschach is administered, and a quick impression is formed. The interview continues with specific probing for pertinent information, recurrent dreams are elicited, and an especially designed word-association test is completed, all in less than 2 hours. The Rorschach protocol and a report of physical findings are appended.—(H. P. David)

1313. **Valenstein, Arthur F; Michaels, Joseph J. & Evje, Margaret.** (VA Regional Office, Boston, Mass.) *Aspects of character in the neurotic veteran.* *J. nerv. ment. Dis.*, 1953, **117**, 445-457.—"The purpose of this study was to determine the differences in character between those neurotic veterans who had successfully served in the military without psychiatric difficulties and those neurotic veterans who had been substantially handicapped by reason of such illness while in service." The records of 200 consecutive patients were analyzed according to 6 main categories subdivided into 45 major variables. For the group with uninterrupted and uncomplicated service records there was a consistent positive trend in those variables reflecting good service performance except for court-martial, in which the trend was appropriately negative. Similarly, with respect to personality attributes, the findings indicated that the individuals in this group possessed personality traits which seemed to be associated with character strength.—(M. L. Simmel)

1314. **Violet-Conil, M.** *Un type clinique dans le Rorschach: l'abandonné.* (A clinical type in the Rorschach: the abandoned.) *Bull. Group. Franc. Rorschach*, 1953, No. 3, 23-31.—This is an analysis of the type of abandonment neurosis as seen clinically and in the Rorschach protocol of three women which

show a number of similarities in their Rorschach pictures.—(M. Choynowski)

1315. Webster, A. Stanley. (U. Tennessee, Knoxville.) **The development of phobias in married women.** *Psychol. Monogr.*, 1953, **67** (17), (No. 367), 18 p.—3 groups of 25 white female patients, all married, were studied. One group was composed of patients with phobias, another of anxiety neurotics, and the third was made up of conversion hysterics. All patients had received a minimum of 3 months' psychotherapy. Case histories of all were rated for the presence or absence of: (1) adequate father figure; (2) dominant overprotection by mother; (3) marriage to an older man; (4) castration of the patient; (5) frigidity of patient; (6) rejection of pregnancy; (7) departure or threatened departure on the part of the husband; (8) adequacy of the husband. As a result of the study it was concluded that (1), (2), (4), (5), (6), (7), and (8) play an important etiological part in the development of a phobic syndrome. These were not important in anxiety neurosis or conversion hysteria.—(M. A. Seidenfeld)

1316. Wolpe, Zelig S. **Psychogenic visual disturbance in a four year old child.** *Nerv. Child.*, 1953, **10**, 314-325.

(See also abstracts 217, 230, 638, 969, 980, 1074)

#### PSYCHOSOMATICS

1317. Armstrong, Alma Viola. **A study of the vocational rehabilitation problems of tuberculous patients referred for counseling to educational and vocational counselors of the anti-tuberculosis league of King County between October 21, 1946 and September 1, 1950.** *Dissertation Abstr.*, 1954, **14**, 482.—Abstract of Ph.D. thesis, 1953, U. Washington.

1318. Barabino, A., & Oppizzi, C. A. **La frequenza critica di fusione nei soggetti normali e nei vasculodipatici.** (Flicker fusion frequency in normal subjects and in cardio-vascular patients.) *Accad. med. (Torino)*, 1952, **67**, 315-327.—(See *Ophthal. Lit.*, 1954, **6**(7), 944, abs. 5152.)

1319. Barondrecht, J. T., & Groen, J. **Een statistische bewerking van het Rorschachmateriaal van patiënten met colitis ulcerosa.** (A statistical adaptation of the Rorschach material of patients with ulcerative colitis.) *Ned. Tijdschr. Psychol.*, 1953, **7**, 469-490.—The authors describe the results of an investigation in which the responses to the Behn-Rorschach given by 25 female patients suffering from ulcerative colitis were compared with those given by 40 healthy women. When the results of the test were compared with the findings of psychiatric investigations a high degree of agreement appeared, especially as regards the emotional immaturity and defense of the patients, who were unable to express their aggression openly. 26 references.—(Courtesy *Ned. Tijdschr. Psychol.*)

1320. Benedek, Theresa; Ham, George C., Robbins, Fred P., & Rubenstein, Boris B. (Institute of Psychoanalysis, Chicago.) **Some emotional factors in**

**infertility.** *Psychosom. Med.*, 1953, **15**, 485-498.

—Psychoanalytic studies of 6 women, while undergoing artificial inseminations, indicated that infertility is a conjugal phenomenon and that the artificial procedure did not relieve the mutual infertility.—(L. A. Pennington)

1321. Berblinger, Klaus W., & Greenhill, Maurice H. (U. Maryland, Baltimore.) **Levels of communication in ulcerative colitis; a case study.** *Psychosom. Med.*, 1954, **16**, 156-162.—The failure of the general medical practitioner to comprehend the nonverbal behavior of a case is documented by reference to a psychotic woman who was under treatment by several physicians at the same time. Constructive steps for improving this understanding are outlined.—(L. A. Pennington)

1322. Borozin, Martin A. **Dynamic factors in pruritus ani: case report.** *Psychoanal. Rev.*, 1954, **41**, 160-172.—The patient's masturbation (pruritus) and her prevention of orgasm in intercourse reassured her that she possessed a penis. When anal birth fantasies were replaced by the idea of vaginal birth, pruritus vulvae replaced the pruritus ani. When she gave up the idea of having a penis the pruritus vulvae disappeared.—(D. Prager)

1323. Berger, David G. **The emotional reaction on admission to a tuberculosis hospital.** *Dissertation Abstr.*, 1954, **14**, 550.—Abstract of Ph.D. thesis, 1952, Michigan State Coll.

1324. Böhringer, H. R., Moorwein, F., & Möller, C. **Zur Psychiatrie des primären Glaukoms (bei Patienten relativ niedrigen Alters).** (The psychiatry of primary glaucoma (in relatively young patients).) *Klin. Mbl. Augenheilk.*, 1953, **123**, 283-302.—(See *Ophthal. Lit.*, 1954, **7**(4), 900, abs. 2710.)

1325. Chambers, William N., & Rosenbaum, Milton. (U. Cincinnati, O.) **Ulcerative colitis: psychosomatic conference of the Cincinnati General Hospital, March, 1950.** *Psychosom. Med.*, 1953, **15**, 523-532.—Condensation of 100 psychotherapeutic interviews during 11 months' period during which a 49 year old man was treated for ulcerative colitis. Follow-up data, three years later, are given.—(L. A. Pennington)

1326. (No abstract.)

1327. Croddock, Charles G., Jr. (U. California, Los Angeles.) **Chronic ulcerative colitis: effect of a specific psychotherapeutic measure.** *Psychosom. Med.*, 1953, **15**, 513-522.—A case of colitis of 9 years duration is reported in detail the better to indicate the value of brief psychotherapeutic procedures.—(L. A. Pennington)

1328. Delay, Jean. (U. Paris, France.) **La médecine psychosomatique.** (Psychosomatic medicine.) *Arch. mex. Neurol. Psychiat.*, 1953, **2**, 5-16.—A resume of psychosomatic medicine is offered with special reference to the 4 following notions: (1) interrelations between functional disturbances and organic lesions, (2) the role played by emotions in the genesis of functional disturbances, (3) the importance of conversion mechanisms in psychosomatic medicine, and (4) the curative value of psychotherapy. The main value of psychosomatic medicine is laid in the general approach



to the study of the organism, utilizing the inter-action between the physical and the moral in the fight against illness.—(J. Filella)

1329. Deutsch, Felix. Einige psychodynamische Überlegungen zu psychosomatischen Hauterkrankungen. (Some psychodynamic considerations in psychosomatic skin diseases.) *Psyche, Heidel.*, 1954, 7, 700-710.—This is a German translation of the English original. (See 27: 2910.)—(E. W. Eng)

1330. Dunbar, Flanders. Emotions and bodily changes; a survey of literature on psychosomatic inter-relationships 1910-1953. (4th ed.) New York: Columbia University Press, 1954. xxii, 1192 p. \$15.00.—This 4th edition (see 20: 2308) incorporates abstracts and discussions of contributions to psychosomatic research and thinking from 1935 to 1953. Each chapter in Part 1 on Orientation on methodology has had major additions in this edition, and Part 3 on Therapeutic considerations and concluding remarks has been completely rewritten. 4717-item bibliography plus 22-page supplementary bibliography.—(A. J. Sprow)

1331. English, O. Spurgeon. Psychotherapy in psychosomatic conditions. *Proc. 4th int. Congr. ment. Hlth.*, 1951, 121-123.—Summary.

1332. Fry, Peggy Crooke. (Forsyth Dental Infirmary for Children, Boston.) A comparative study of "obese" children selected on the basis of fat pads. *Jour. Clin. Nutrition*, 1953, 1, 453-468.—39 "fat" children (as judged from somatotype pictures) were compared with 50 control subjects, selected at random from a group of 414 children included in the Forsyth Child Growth Study, in reference to medical, anthropometric and psychosocial variables. No difference was found in mental and locomotor development. Familial background, social environment, ethnic origin, and a tendency to fatness in the mother were not found to be contributory factors. The fat-pad children came from smaller families than did the control children. A larger percentage of them than of the control children had, for a period of at least 7 years, been in the position of "baby" of the family. The fat-pad girls were found to be as active, as friendly, and exhibit no more noxious habits than the control children, whereas the fat-pad boys seemed somewhat less active and less friendly than the other children.—(J. Brožek)

1333. Gloyne, Howard F. Psychosomatic aspects of pain. *Psychoanal. Rev.*, 1954, 41, 135-159.—The patient unconsciously uses pain as a more primitive means of communication than words or gestures. Pain often represents a physiological conversion, displacement, and repression of sexual and aggressive impulses which are unacceptable to the patient's conscious ego. Pain is first experienced in the oral stage and its re-appearance later reactivates the threat of loss of object-attachments. Pain often becomes equated with the super-ego. 41 references.—(D. Prager)

1334. Heller, Melvin H., Levine, Jacob, & Solter, Theodore P. (VA Hosp., Newington, Conn.) Gastric acidity and normally produced anxiety. *Psychosom.*

*Med.*, 1953, 15, 509-512.—10 hospital patients were given 2 routine gastric acid intubations on successive days. Anxiety on the second day was aroused by virtue of the re-test. Samples of free and total acid secretion for the 2 days showed for all subjects, with or without gastro-intestinal symptoms, acid levels significantly elevated on re-test.—(L. A. Pennington)

1335. Jenkins, J. R. F. E. The disorders of adaptation. *Discovery*, 1954, 15, 192-194.—An outline of the nature of the General Adaptation Syndrome, its significance in the bodily internal equilibrium, and the role of the pituitary gland and adrenal cortex.—(M. Choynowski)

1336. Kaplan, Stanley M., & Rosenbaum, Milton. (Cincinnati General Hosp., O.) Thyrotoxicosis; psychosomatic conference of the Cincinnati General Hospital. *Psychosom. Med.*, 1954, 16, 148-155.—Case report in which the psychodynamic mechanisms of a man with thyrotoxicosis were discussed in a seminar. It was believed that disturbance in interpersonal relationships played a "significant role in his illness."—(L. A. Pennington)

1337. Kelley, Kenneth; Daniels, George E., Poe, John; Easser, Ruth, & Monroe, Russell. (Coll. Physicians and Surgeons, New York.) Psychological correlations with secondary amenorrhea. *Psychosom. Med.*, 1954, 16, 129-147.—Medical and psychiatric study of 26 patients and a control group of 45 women indicated that the patient group exhibited extreme degrees of psychosexual immaturity, oral conflict, and schizoid thinking. It was concluded that amenorrhea "in some instances constitutes a symptom of neuro-humoral disorder of function." Psychiatric study was considered imperative for these patients, although a psychotic breakdown during treatment was considered a very real hazard. Review of the literature is given. 58 references.—(L. A. Pennington)

1338. Kapeck, Joseph G. (Michael Reese Hosp., Chicago, Ill.) Some patterns of somatic displacement. *Psychosom. Med.*, 1953, 15, 425-432.—The interrelationships between physiological and psychological factors as determinants in the displacement of somatic complaints are reported with emphasis upon shifts from the body to the head, from inner to surface areas, and from the muscles to the skin. Illustrative case reports are given.—(L. A. Pennington)

1339. Kolb, Lawrence C. The painful phantom: psychology, physiology, and treatment. Springfield, Ill.: Charles C. Thomas, 1954. ix, 50 p. \$1.50.—Admission by the amputee of a phantom limb is the healthy psychological response. Amputation leads to anxiety, hostility, and castration fears. Denial of the phantom is more common after loss of breast, penis, or other appendages than limbs. Amputees see others suffering similar to themselves. Painful phantom limb is relieved by many varieties of psychiatric therapy. Painful phantom may be prevented in some instances by proper emotional preparation. The psychotherapist should personally examine the amputation stump. Phantom limb problems fall under the wider category of mutilating

surgical procedures and injuries of many varieties. 38 references.—(D. Prager)

1340. Koven, Benjamin, & Shuff, Frances L. (135 Eastern Parkway, Brooklyn, 17, N. Y.) **Group therapy with the chronically ill.** *Amer. J. occup. Therapy*, 1953, 7(5), 208-209.—Therapeutic and social needs of chronically ill patients at Jewish Sanitarium and Hospital for Chronic Diseases, Brooklyn, N. Y., have best been met by group therapy, a program of guided activity to promote cooperation and social awareness. For many of the children who have required long time care in the hospital, group therapy has provided the experiences they have missed in normal living. Activities are described briefly to give an idea of the scope of the program.—(*Bull. Curr. Lit. . . Handicapped.*)

1341. Levi, Leo H. **Genital warts, a sex defence mechanism?** *Int. J. Sexol.*, 1954, 7, 122-124.—Suggests that genital warts require a certain psychosomatic constellation by which the pudendal region becomes predisposed to affection with the filtrable virus which causes the warts. This predisposition to warts may occur as a defence against coitus.—(H. D. Arbitman)

1342. Lippman, Caro W. (450 Sutter St., San Francisco, Calif.) **Hallucinations of physical duality in migraine.** *J. nerv. ment. Dis.*, 1953, 117, 345-352.—The author briefly describes certain hallucinations seen not infrequently in people who have migraine. These hallucinations precede the migraine attack proper. They consist of an experience of "physical duality" usually lasting for a few seconds. Similar observations can be made in children of migraine patients, even though the children do not experience migraine headaches themselves. The author presents 8 descriptions by patients of their hallucinations of physical duality in the absence of migraine headaches.—(M. L. Simmel)

1343. Macelpine, Ida. (St. Bartholomew's Hosp., London, Eng.) **Pruritus ani; a psychiatric study.** *Psychosom. Med.*, 1953, 15, 498-508.—Clinical study of 64 cases of persistent itching in the anal region indicated this symptom was accompanied by gastrointestinal and sexual difficulties and originated by reactivation in adult life of infantile fantasies pertaining to procreation that centered pregenitally upon the anal function. Psychotherapy was reported effective in numerous instances. 24 references.—(L. A. Pennington)

1344. March, Hans. **Menschenschicksale in Gutachten; ein Krankenhauswandlerer.** (Special studies of human lives; a public hospital vagrant.) *Psyche, Heidel.*, 1954, 7, 711-720.—Case history of a 52 year old vagrant with a record of having been treated at public expense in 14 different public hospitals for various ills of largely psychological origin. Nothing beyond the usual medical diagnosis and treatment was ever considered, and the subject was finally fined and imprisoned for his "shameful exploitation of the public facilities."—(E. W. Eng)

1345. Marty, J. P., & Hardy, J. A. **Flicker fusion thresholds in pregnancy.** *Amer. J. Obstet. Gynec.*,

1952, 64, 1149-1153.—(See *Ophthal. Lit.*, 1954, 6(7), 945, abs. 5159.)

1346. Matarazzo, Joseph D. (Washington U., Seattle.) **An experimental study of aggression in the hypertensive patient.** *J. Pers.*, 1954, 22, 423-447.—"This investigation was designed to study . . . observation that patients with essential hypertension show less aggression during periods of stress than do individuals with normotensive blood pressures . . . Whereas the results indicated no differences in the two groups in aggressivity . . . there were significant behavioral differences in the two groups in overt aggression (refusal to carry on in the task under criticism). No differences were found between the two groups in change in mean number of aggressive words as a function of criticism."—(M. O. Wilson)

1347. Mateo Alonso, Alberto. **The general practitioner and psychosomatic medicine.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 124-126.—Summary and discussion.

1348. Meerloo, Joost A. M. **Psychologic implications of cancer.** *Geriatrics*, 1954, 9, 154-156.—12 hypothesized relationships between emotional factors and malignancy are presented. Although clinical evidence may be marshalled in partial support of these hypotheses, the solution will be reached only through intensive scientific teamwork.—(R. G. Kuhlen)

1349. Merrill, Bruce R. (Montefiore Hosp., The Bronx, N. Y.) **Some psychosomatic aspects of pulmonary tuberculosis. A review of the English language literature.** *J. nerv. ment. Dis.*, 1953, 117, 9-28.—176 publications are reviewed under the following headings: Historical survey; The frequent co-existence of tuberculosis and mental illness; Psychological characteristics of tuberculous patients (hostility, guilt feelings, genius, sexual problems, regression); The role of emotional forces; The psychologic paths for expression of emotional forces (loss of appetite and sleeplessness, misuse of the lungs, the theory of energy balance, the mechanism of bacterial resistance, the cardiovascular theory). The author distinguishes between the patient's reaction to the disease as opposed to those psychodynamic factors which may have played an etiologic role.—(M. L. Simmel)

1350. Mitscherlich, Alexander. **Zur psychoanalytischen Auffassung psychosomatischer Krankheitsentstehung.** (Contribution to the psychoanalytic theory of psychosomatic disorders.) *Psyche, Heidel.*, 1954, 7, 561-578.—Strictly speaking, a psychosomatic illness is one that has jeopardized the integrated psychological and physiological functioning of the individual, but has not yet resulted in a "secondary autonomy" of the physiological features of the illness. An hypothesis of "biphasic repression" is advanced to account for the frequent shift of neurotic symptoms to the physiological level. When the ego processes are no longer capable of coping with the neurotic difficulty, the conflict regresses to the somatic level where the failure is repeated.—(E. W. Eng)

1351. Olmstead, Edwin G. (Marquette U., Milwaukee, Wis.) **The neuropsychiatric aspects of abnormal**

porphyrin metabolism. A clinical study. *J. nerv. ment. Dis.*, 1953, 117, 300-309.—The author describes the psychiatric syndrome typically accompanying acute porphyria. 3 phases of the psychiatric picture can be distinguished: the intermittent phase, the prodromal phase and the toxic phase. Neurological symptomatology and neuropathologic findings are discussed and 1 case of idiopathic porphyria with serial electroencephalographic studies is presented. 17 references. —(M. L. Simmel)

1352. Reitem, Ralph M. Intellectual and affective changes in essential hypertension. *Amer. J. Psychiat.*, 1954, 110, 817-824.—Patients with neurosis, organic brain-damage and essential hypertension were matched in color, sex, age, formal education and IQ and were administered the Rorschach test. Results show that the mean scores on the organic cerebral damage variable of the hypertensive group consistently fall between those of the other 2 groups. Rorschach "signs" of brain damage occur more frequently in the brain-damage than hypertensive group but no significant difference appeared in this respect between the hypertensives and neurotics. 26 references. —(N. H. Pronko)

1353. Schneek, Jerome M. (26 W. 9th St. New York 11.) Psychogenic gastrointestinal disorder and cephalalgia with paradoxical reactions to hypnosis. *J. nerv. ment. Dis.*, 1953, 117, 130-134.—The case of a 41 year old male patient is presented. Presenting symptoms were gastrointestinal disorders, abdominal pain, diarrhea, constipation and headaches. His course during 8 psychotherapeutic sessions is traced with emphasis on the patient's reaction to hypnotic treatment. —(M. L. Simmel)

1354. Seguin, C. Alberto. Factores psicológicos de la medicina psicosomática. (Psychological factors in psychosomatic medicine.) *Rev. Neuro-Psiquiat., Lima*, 1953, 16, 183-192.—There is no contradiction between medicine and psychosomatic medicine. Disease is hence to be defined as "...a reaction of the organism, as a whole, responding to external or internal stimuli that alter its equilibrium." The idea of cause and effect is abandoned and the different factors taking part in the disease process are stressed. Such factors are: (1) predisposing factors; (2) determining factors (growth and development); and (3) breaking out factors. —(R. M. Frumkin)

1355. Seitz, Philip F. D. (Indiana U. Medical Center, Indianapolis.) Experiments in the substitution of symptoms by hypnosis: II. *Psychosom. Med.*, 1953, 15, 405-424.—Studies of post-hypnotic symptom development following trance-given suggestions (in 20 experiments with 2 patients) that the referral complaint would disappear, indicated that "psychodynamically equivalent symptoms" recurred from the life history. This symptom equivalence includes similarities in terms of regressive depth ("vertical equivalence") as well as relationships in symbolic expression ("horizontal equivalence"). Discussion presented by Harold Rosen, p. 422-424. —(L. A. Pennington)

1356. Thomä, Helmut. Über einen Fall schwerer zentraler Regulationsstörung als Beispiel einer zwei-

phasigen Verdrängung. (A case of severe central regulatory disturbance illustrating biphasic repression.) *Psyche, Heidel.*, 1954, 7, 579-592.—Psychoanalysis of a 20 year old male with a severe central regulatory disturbance and principal symptom of labile hypertension. The disorder appeared in lieu of long-standing neurotic inhibitions. Strong initial resistance to analytic treatment yielded to reappearance of the earlier neurotic symptoms and return of normal blood pressure. —(E. W. Eng)

1357. Van Hulsdingen, R. J. De psychologie van de tuberculosepatient. (Psychology of the tuberculosis patient.) Amsterdam: Strengtholt, 1953. 263 p.—Possibilities of psychotherapy. This investigation pleads for the desirability of psychotherapy with t.b. patients. This will not only stimulate the recovery in general but also psychical complications. Several topics are discussed such as the physical factor at the break out of the illness, the reaction on the diagnosis, the activity, tuberculosis and genius, the "spes phthisica" and the "euphoria", the cynicism of the t.b. patient, introversion, egoism, hyper-emotionality, hyper-sexuality, inferiority feelings, attitude towards religion and philosophy, fear of death and dying. Appendix: about the influence of emotion on the course of tuberculosis. Bibliography. —(M. Dresden)

1358. Visser, John S., & Aldrich, C. Knight. Acute intermittent porphyria; a case study. *Psychosom. Med.*, 1954, 16, 163-168.—Case report of a 32 year old woman treated by intensive psychotherapy focused upon her hostile dependency showed the effectiveness of this approach. Further study of the psychosomatic aspects of this so-called hereditary disorder is urged. —(L. A. Pennington)

1359. Vitale, John Henry. An investigation of some personality correlates during the clinical course of tuberculosis. *Dissertation Abstr.*, 1954, 14, 401.—Abstract of Ph.D. thesis, 1953, Stanford U.

1360. Winter, William David. The prediction of life history data and personality characteristics of ulcer patients from responses to the Blacky Pictures. *Dissertation Abstr.*, 1954, 14, 717-718.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1361. Zamyalova, K. N. Opyt obrazovaniya sosudistykh uslovnykh reaktiv u bol'nykh gipertonicheskoi bolezn'yu pri primeneniі nekotorykh farmakologicheskikh sredstv. (Experimental study of the formation of vascular conditioned reactions in patients suffering from hypertension on utilization of several pharmacological preparations.) *Zb. vyssh. nervn. Delitel.*, 1952, 2(5), 699-707.—The formation of conditioned vascular responses in patients with high blood pressure was studied. In the course of developing these conditioned reactions various preparations were used such as nitroglycerine, magnesium sulphate, and sodium nitrite. Conditioned reduction of blood pressure is best developed when pharmacological preparations are utilized which exhibit a quickly appearing and strongly hypotensive reaction. —(I. D. London)

(See also abstract 187)



## CLINICAL NEUROLOGY

1362. Boyle, Joseph, & Nielsen, J. M. Visual agnosia and loss of recall; report of case. *Bull. Los Angeles neurol. Soc.*, 1954, 19, 39-42.—31 year old patient, consequent to trauma to occipital lobes in brain surgery, developed at first blindness with unawareness of it, then visual agnosia for inanimate objects, and later the loss of ability to revisualize. At no time was the patient aphasic.—(L. A. Pennington)
1363. Carpenter, Malcolm B. (Columbia U., New York.) Agenesis of the corpus callosum; a study of 18 cases diagnosed during life. *Neurology*, 1954, 4, 200-210.—Initial symptoms appear prior to 3 years of age in patients with agenesis of the corpus callosum. The initial symptoms were focal or Jacksonian seizures, hydrocephalus or physical and mental retardation, each symptom occurring in about a third of the series. 80% of the 15 patients studied by psychometric procedures were mentally retarded. 33-item bibliography.—(L. I. O'Kelly)
1364. de Morsier, G. & Feldmann, H. Les troubles du schéma corporel dans l'encéphalopathie traumatique; avec quelques remarques sur la pathogénie des hallucinations visuelles. (Disorders of body sensation caused by traumatic encephalopathy: some remarks on the pathogenesis of visual hallucinations.) *Schweiz. Arch. Neurol. Psychiat.*, 1952, 70, 42-47.—(See *Ophthalm. Lit.*, 1954, 6(7), 890, abs. 5488.)
1365. Garvin, John S. (U. Illinois, Coll. Med., Chicago.) Psychomotor epilepsy: a clinicoencephalographic syndrome. *J. nerv. ment. Dis.*, 1953, 117, 1-8.—"A review is presented of the clinical symptoms accompanying the so-called psychomotor encephalographic disturbance. A spike-focus in the anterior temporal region with spread to the rest of the cortex, clinical seizures of the types described, poor response to anticonvulsant medication, and marked personality disturbances are common to these patients. In the future, with various techniques, it may be possible to classify them electroencephalographically and clinically so that more specific treatment may be carried out and a more definite prognosis may be made, but at present we do not believe subclassification is of practical importance." 15 references.—(M. L. Simmel)
1366. Gund, Albrecht. Ungewöhnliche Symptomatik eines chromophoben Hypophysenadenoms, zugleich ein Beitrag zur Frage "Psychose und Hirntumor." (Unusual symptomatology with a chromophobic hypophysoma, also a contribution to the problem "psychosis and brain tumor.") *Nervenarzt*, 1954, 25, 44-47.—The case of a 41 year old female patient is discussed. She had three previous admissions to a mental hospital because of irrational anxiety states and paranoid notions, and had been treated with EST. During the third admission, a brain tumor was detected and successfully operated on. It is difficult to decide if we deal with a primarily psychogenic psychosis with a coincidental organic disease, or if a latent psychotic state had been activated by the tumor. The necessity of an early exploration of possible brain pathology is stressed.—(J. M. Kraus)
1367. Kopeloff, Lenore M., Chusid, Joseph G., & Kopeloff, Nicholas. (New York State Psychiatric Inst., New York.) Chronic experimental epilepsy in *Macaca mulatta*. *Neurology*, 1954, 4, 218-227.—Techniques and results of applying alumina cream to the brain of monkeys are described. A chronic epilepsy is produced. Electroencephalographic and clinical findings are presented. 31-item bibliography.—(L. I. O'Kelly)
1368. Leunay, C., & Borel-Maisonny, —. Un cas de dyslexie spécifique. (A case of specific dyslexia.) *Sem. Hôp. Paris*, 1952, 28, 1455-1459.—(See *Ophthalm. Lit.*, 1954, 6(7), 991, abs. 5493.)
1369. Lencione, Ruth Mary. A study of the speech sound ability and intelligibility status of a group of educable cerebral palsied children. *Dissertation Abstr.*, 1954, 14, 422-423.—Abstract of Ph.D. thesis, 1953, Northwestern U.
1370. Lurifā, A. R. Osnovnye problemy kliniki ochagovykh porazhenii golovnogo mozga svete idel I. P. Pavlova. (Basic clinical problems of focal injuries of the brain in the light of I. P. Pavlov's ideas.) *Zh. vyssh. nerv. Deiatel'.*, 1952, 2(5), 668-690.—Pre-Pavlovian "psychomorphological conceptions concerning the localization of functions in the cerebral cortex" as well as "unscientific notions" on the "localization of symptoms" have hampered the clinical understanding of focal brain injuries. "Only a critical reevaluation of these conceptions and a systematic effort to effectuate a resolution [of difficulties] on the basis of the physiological theory of I. P. Pavlov can lead this important field of science out of stagnation..."—(I. D. London)
1371. Michaels, L. J. (Mount Sinai Hosp., New York.) Catatonic syndrome in a case of subdural hematoma. *J. nerv. ment. Dis.*, 1953, 117, 123-129.—This author discusses "a catatonic syndrome provoked by head injury complicated by subdural hematoma, with the restoration of functional balance of the brain after the removal of a relatively small collection of subdural fluid. The occurrence of multiple lesions in the cerebrum after head injury is described. The organic basis of catatonia is considered." 17-item bibliography.—(M. L. Simmel)
1372. Morrow, Robert S. (V.A. Hosp., Kingsbridge Road, The Bronx, New York.), & Cohen, Jacob. The psychosocial factors in muscular dystrophy. *J. Child. Psychiat.*, 1954, 3, 70-80.—A group of 29 muscular dystrophy patients and their families was studied by means of tests and social histories. "With the possible exception of the fact that muscular dystrophy is progressive in its disabling effects, these patients seem to behave, on the whole, like most groups of physically disabled children." The authors feel that the somewhat lowered intellectual function is due to emotional and educational aspects of the disability rather than in any deterioration. Suggestions are made concerning mental hygiene aspects of this condition.—(C. M. Louttit)

1373. Myers, Julian S. The effect of testosterone upon certain aspects of personality in male paraplegics. *Dissertation Abstr.*, 1954, 14, 397-398.—Abstract of Ph.D. thesis, 1953, New York U.

1374. Nielsen, J. M., & Shapiro, Edward. Visual agnosia for inanimate objects; report of case. *Bull. Los Angeles neurol. Soc.*, 1954, 19, 36-37.—Man of 80 years with thrombotic softening in right occipital lobe, with left homonymous hemianopia, visual agnosia for inanimate objects is clinically described. Course of treatment and recovery are indicated.—(L. A. Pennington)

1375. Ortiz Estrada, Pedro. Epilepsia frontal y electroencefalografía. (Frontal epilepsy and electroencephalography.) *Arch. mex. Neurol. Psiquiat.*, 1953, 1, 213-221.—The study of the initial characteristics of epileptic seizures is proposed as an aid in localizing lesions in the premotor area of the frontal lobes. From an analysis of the data reported by Penfield and Kristiansen, it is shown that 80% of the seizures in which initial unconsciousness was immediately followed by generalized convulsions or adverse phenomena, the cause was found to be localized in the anterior part of the frontal lobes, and that in 86% of the cases initial adverse phenomena were indicative of lesions in the intermediate region of the frontal lobes. Emphasis is laid on interpreting the initial stages and the EEG within the general clinical picture. 35 references.—(J. Filella)

1376. Puzolan, Bessie. (Lyman School for Boys, Westborough, Mass.) Classification and treatment problems in a case of encephalopathy. *J. clin. Psychol.*, 1954, 10, 149-155.—The treatment and changing test data of a 13-year old juvenile offender with a diagnosis of encephalopathy are discussed.—(L. B. Heathers)

1377. Penfield, Wilder, & Jasper, Herbert. Epilepsy and the functional anatomy of the human brain. Boston: Little, Brown & Co., 1954. xv, 896 p. \$16.00.—This book brings to date the reports and conclusions from the Montreal Neurological Institute's clinical, physiological, and neuro-surgical studies of epilepsy, and is, in a sense, a sequel to "Epilepsy and cerebral localization," published in 1941. There is extensive addition of new material on subcortical mechanisms, functional cortical localization, surgical and medical treatment and electroencephalography. The book is illustrated with 8 color plates and 314 black and white illustrations.—(L. I. O'Kelly)

1378. Petersen, Magnus C. (Rochester (Minn.) State Hosp.) Electrotonic treatment in dementia paralytica. *J. nerv. ment. Dis.*, 1953, 118, 162-167.—"70 patients with dementia paralytica were given a total of 1,120 electrotonic treatments. 42 improved greatly, 21 improved slightly to moderately, while 7 did not improve. Improvement in the cerebrospinal fluid was noted in the majority of patients who had not recently received intensive treatment. In some cases the treatment was lifesaving."—(M. L. Simmel)

1379. Prugh, Dane G., & Tagliuri, Consuelo K. Emotional aspects of the respirator care of patients

with poliomyelitis; preliminary report. *Psychosom. Med.*, 1954, 16, 104-128.—10 patients with respiratory paralysis were studied on a long term basis. Pre-illness personality structure was found the most important determinant of reaction to illness in which regression was marked. Psychotherapeutic approaches were effective in assisting patients to handle anxiety and in helping ward personnel work more effectively with the patients. 28 references.—(L. A. Pennington)

1380. Robinault, Isabel P. (29 E. 37th St., New York.) Perception techniques for the preschool cerebral palsied. *Amer. J. occup. Therapy*, 1954, 8(1), 3-5; 7.—Presents a method for approaching perceptive problems of the cerebral palsied child at the preschool level, through the use of toys. Perception of color, differentiation in size and shape are taught to lay the foundation for future recognition of the alphabet and factors eventually needed for reading and writing. Some suggestions are offered for the choosing of toys suitable for use in progressive learning. A list of toys, with manufacturers' names, is appended for reference.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1381. Schachter, M. Etude clinico-psychologique d'un cas de paralysie générale infantile, avec quelques remarques sur les troubles de la parole, de type tachylalique. (Neuropsychiatric examination of a case of juvenile paresis, with some remarks on speech disorders of the tachylalia type.) *Z. Kinderpsychiat.*, 1953, 20, 143-150.—Cases of juvenile paresis are rare. A special feature of a female patient, age 17, was a marked tachylalia. In view of two well siblings, the etiology is not clear, despite a serologically positive mother. The mechanism remains to be clarified in both children and adults. Therapeutic results remain discouraging. English, German and Spanish summaries.—(G. Rubin-Rabson)

1382. Schochter, Marshall D. (211 S. Beverly Drive, Beverly Hills, Calif.) Visual agnosia for animate objects. *J. nerv. ment. Dis.*, 1953, 117, 341-344.—The author reports a case of a 33 year old male patient with a large tumor of the left cerebral hemisphere. The patient had aphasia, severe dysarthria and, according to the author, visual agnosia for animate objects without agnosia for inanimate ones. "From such cases as this and others it appears that clinicopathologic studies of adults confirm the studies of child psychology in that children in their earliest years form engrams of memory of animate objects separately from those for inanimate objects. These engrams cannot, of course, be moved, and even in life one set of engrams may be destroyed by a lesion leaving the others intact. The case here presented again confirms the rule that when engrams of animate objects are formed on one side and those of inanimate objects on the other, those for animate objects are formed on the side which is major for language."—(M. L. Simmel)

1383. Seredina, M. I. O vliani epilepticheskogo pripadka na uslovnye svyazi pervoi i vtoroi signal'nykh sistem, a tak zhe na bezuslovnye svyazi. (On the influence of epileptic seizure on conditioned connections of the first and second signal systems and

also on unconditioned connections.) *Zh. vyssh. nerv. Defekt.*, 1952, 2(5), 653-667.—An analysis in Pavlovian terms of the various stages of the epileptic seizure. Characteristic of the seizure is the spreading "pathological dominance of an inhibitory process."—(I. D. London)

1384. **Wechsler, I. S.** (Mount Sinai Hosp., New York.) **Clinical hypothalamic syndromes. Anatomicophysiological correlations.** *J. nerv. ment. Dis.*, 1953, 117, 492-503.—The author describes one clinical hypothalamic syndrome which is characterized by coma vigil. In this state of coma the individual may keep his eyes open, the eyeballs may wander and he may give the impression that he is awake and in contact with his environment though he is not. Generally there are no focal signs and there is no evidence pointing to other regional involvement of the brain. The patient may be restless, sexually excited and generally psychotic. Disturbances of function of the diencephalon such as high fever, dissociation between body temperature and pulse rate, profuse perspiration and blood pressure changes as well as polyuria, transient glycosuria and hyperglycemia in nondiabetics. 23 references.—(M. L. Simmel)

1385. **Weinstein, Edwin A., Alvord, E. C., Jr., & Bloch, David McK.** (Army Medical Service Graduate School, Washington, D. C.) **Disorders associated with disturbances of brain function.** *Ann. Amer. Acad. polit. soc. Sci.*, 1953, 286(Mar.), 34-44.—Disorders are classified as focal deficits, involving the loss of a specific function, or as generalized reductions of the capacity for interaction, invariably accompanied by EEG changes. Development of and reaction to symptoms will be a continuation of the premorbid personality. Management of these patients involves the provision of an environment whose degree of complexity they can handle. Psychosomatic symptoms can produce irreversible brain damage. Syphilis, arteriosclerosis, addictions, and epilepsies are also discussed.—(M. M. Berkun)

1386. **Weinstein, Edwin A., Kahn, Robert L., & Sugerman, Leroy A.** **Ludic behavior in patients with brain disease.** *J. Hillside Hosp.*, 1954, 3, 98-105.—Three cases of brain disease are described in which the patients' responses were ludic, similar to the playfully pretending, imitative behavior of children. This mechanism provides relief from the catastrophic implications of their illness.—(C. T. Bever)

1387. **Weiss, Edward.** (Temple U., Philadelphia, Pa.) **Psychosomatic aspects of dieting.** *Jour. Clin. Nutrition*, 1953, 1, 140-148.—In the survey of 9 selected reports the author reviews the psychological factors associated with deviate eating behavior, resulting in the extremes of obesity and anorexia nervosa. The emotional significance of foods and eating is considered in reference to weight reduction.—(J. Brožek)

1388. **Williams, Denis.** (St. George's Hosp., London.) **A study of thalamic and cortical rhythms in petit mal.** *Brain*, 1953, 76, 50-69.—EEG records were taken from the thalamus, white matter and cortex

in six children during petit mal attacks. It was found that a 3 per second rhythm begins in the thalamus and spreads to the cortex, terminating in a spike. The spike travels down to the thalamus and is then followed by a 3 per second wave. This process is repeated in a stereotyped way. It is concluded that "the clinical state of petit mal epilepsy is due to a disturbance in the thalamus which causes a rhythmic discharge throughout the cortex."—(P. J. Hutt)

1389. **Yacorzynski, G. K.** (Northwestern Univ. Med. Sch., Chicago, Ill.) **The diagnosis of brain injury and aphasia by psychological techniques.** In Illinois Commission for Handicapped Children, Problems in the differential diagnosis of the etiology of mental deficiency, 1952, p. 31-49.—Dealing largely with those patients whose neurological findings are negative, and emphasizing the supporting importance of full case history information, different psychological tests for lesions involving the cerebral cortex and the diencephalon are described. The importance of the interrelatedness of cues is stressed.—(T. E. Newland)

(See also abstracts 208, 239, 244)

#### PHYSICALLY HANDICAPPED

1390. **Agboor, G.** (Sensation in blinds and non-blinds.) *Egypt. J. Psychol.*, 1952-53, 8, 223-230.—Difference in sensation between the blinds and the non-blinds is due to the specific training of one sense over another rather than due to compensation by the other sense organs due to blindness. The awareness of the blind person of his external environment depends on his other senses and on the way he had been trained to use them rather than on some mysterious forces. In Arabic.—(L. H. Melikian)

1391. **Arnold, G. E.** **Die Untersuchung zentraler Hörstörungen mit neuen Hörprüfungsverfahren.** (The examination of central deafness with new methods.) *Arch. Obr. usw. Heilk.*, 1951, 157, 521-542.—The often proved acoustic allæsthesia with allæsthesia in other fields of sensory perception is an important sign of cerebral difficulties of orientation. The subjective difficulties were due to disturbed, principally similar, cerebral perception. In right handed people the disturbance of musical accords is a consequence of the right cerebrum being of minor efficiency. By audiometry symptoms of dissociation reveal due to different disturbances of perception of accords. There is an example of diplacusis in a "paradox" reaction of Stenger's test. Study of central hearing disturbances has to be postulated especially with regard to the education of deaf-mute people.—(P. L. Krieger)

1392. **Boles, Lawrence R., et al.** **Hearing loss in preschool children: a guide for diagnosis and treatment.** *Trans. Amer. Acad. Ophthal. & Oto-laryng.*, 1952, 56 (5), 835-846.—(See *Child Developm. Abstr.*, 1954, 27 (1 & 2), 10, abs. 32.)

1393. **Bordley, John E.** **The problem of the preschool deaf child.** *Laryngoscope*, 1952, 62, 514-520.—(See *Child Developm. Abstr.*, 1954, 27 (1 & 2), 10, abs. 34.)



1394. **Bordley, John E., & Hardy, William G.** Etiology of deafness in young children. *Acta oto-laryng.* 1951, **40**, 72-79.—(See *Child Developm. Abstr.*, 1954, **27**(1 & 2), 10, abs. 33.)
1395. **Critchley, Macdonald.** (National Hosp., Queen Square, London.) **Tactile thought, with special reference to the blind.** *Brain*, 1953, **76**, 19-35.—The problem of tactual imagery in relation to the reading of braille is considered under the aspects of learning, hand preference, attention, and fatigue. Braille reading is carried out by the index finger of the right or left hand, and if other fingers are used the experienced reader finds it impossible to interpret the braille symbols. Speed of braille reading is increased by skipping and guessing based on initial letters or length of words and is similar in this respect to visual reading.—(P. J. Hurt)
1396. **Delthil, S.** L'enfant amblyope—rééducation—perspectives sociales. (The amblyopic child—re-education—social prospects.) *Rev. Prat.*, 1953, **3**, 1481-1484.—(See *Ophthal. Lit.*, 1954, **7**(4), 517, abs. 2828.)
1397. **Di Michael, Salvatore G.** (U. S. Off. Voc. Rehabilitation, Washington 25, D. C.) **Psycho-social aspects of the tuberculous.** *Pub. Hlth News*, 1953, **34**, 336-342.—The writer appraises the values of rehabilitation for the tuberculous, pointing out psychological factors affecting the health and well-being of these patients, and stressing the need for early counseling if a successful resumption of personal and social responsibilities is to be achieved. Suggestions are offered for counseling the tuberculous.—(Courtesy of Bull. *Curr. Lit.*... *Handicapped*.)
1398. **Duncan, Melba Hurd.** (1219 La Veta Way, Cresta Vista, Colorado Springs, Colo.) **Anxiety as a speech deterrent among cerebral palsied children.** *Western Speech*, 1953, **18**(3), 155-163.—Case histories of 2 small boys illustrate the need to consider the child's feelings about himself and his world when planning speech therapy with the cerebral palsied. As a former college teacher, the author urges that speech therapists have as much psychology as speech in their training and background; unless they are so equipped, consultations with a clinical psychologist should be included in the therapy program.—(Courtesy of Bull. *Curr. Lit.*... *Handicapped*.)
1399. **Hodgson, Kenneth W.** **The deaf and their problems: a study in special education.** New York: Philosophical Library, 1954. xx, 364 p. \$6.00.—The treatment of the deaf has changed from extreme rejection and neglect to acceptance of responsibility for their education and training as useful members of society. In this volume the author traces the history of these changes with special emphasis on the changes in education. Part I of 6 chapters discusses the mechanism of hearing and of deafness. Part II of 7 chapters is a history of deaf education in the ancient and mediaeval worlds and during each century from the 16th to the 19th. Part III of 9 chapters deals with the problem of the deaf and their education in the 20th century.—(C. M. Louttit)
1400. **Hohman, Leslie B.** (Duke U. Sch. Med., Durham, N. C.) **Intelligence levels in cerebral palsied children.** *Amer. J. phys. Med.*, 1953, **32**(5), 282-290.—At least 75% of all cerebral palsied children are below average in contrast to 20% of the normal population and at least 50% are seriously retarded and mentally defective. A reevaluation of the whole treatment and education program in the light of these facts is urged. Only those cases with average or normal intelligence should be selected for intensive treatment. For the defective cerebral palsied, training and teaching, bracing, surgical intervention and treatment to render them capable of self care are essential. With the severe mental defective, the problem can only be solved by institutionalization.—(Courtesy of Bull. *Curr. Lit.*... *Handicapped*.)
1401. **Hulzing, Henk C.** (Groningen U., Netherlands.) **Paedo-audiology, its present status and future development.** *Proc. Int. Course Paedo-Audiology, Groningen Univ.*, 1953, 114-123.—Auditory feed back is one of the most important elements in the development of auditory memory. Speech deaf children do not have such a monitoring system, therefore their speech patterns are quite defective. An auditory training program for such children should enable them to hear their own speech. This can be accomplished through the use of amplifying equipment or the early fitting of an individual hearing aid. Better results will be obtained from such acoustic training if speech reading is avoided.—(J. J. O'Neill)
1402. **Kanof, Abram** (80 Linden Blvd., Brooklyn, N. Y.), & **Bernstein, Sidney.** **Rehabilitation of a child with numerous congenital defects.** *J. Pediatr.*, 1953, **43**(4), 434-442.—"A child with multiple congenital anomalies is presented. A rehabilitation program involving her gait, speech, general education, vocational planning, and psychiatric adjustment is described. This process requires a hospital psychologically and physically equipped for this type of work. It also requires a large and diversified staff, well-trained on a professional and technical level." The case history is presented since this child has a combination of defects rarely, if ever, described.—(Courtesy of Bull. *Curr. Lit.*... *Handicapped*.)
1403. **Landa, Helga.** (Comp.) **Directory of activities for the blind in the United States and Canada.** New York: American Foundation for the Blind, 1954. 133 p. \$2.00.—Public and private agencies having nationwide scope are listed, with description of their functions and the names of their chief administrative officers. State and local agencies, including public school facilities, are similarly reported, along with brief statements of the respective legislative provisions for the blind. A functional listing of the agencies is provided.—(T. E. Newland)
1404. **Leopold, Robert L.** (U. Pennsylvania, Philadelphia.) **Patient-therapist relationship: psychological consideration.** *Phys. Therapy Rev.*, 1954, **34**(1), 8-13.—Physical therapy treatment situations are based, psychologically, on the inter-relationship between patient and therapist. Both patient and therapist invest

the situation with feelings inappropriate to the situation. If the therapist is aware of these problems, has an understanding of personality development and the disintegration of personality characteristics under the impact of major illness, he is able to deal more readily with the variety of inter-personal experiences arising during the physical therapy treatment.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1405. Marks, Anna S., & Marks, Robert A. *Teaching the blind script-writing by the Marks method.* New York: American Foundation for the Blind, 1954. 23 p. 25¢. (AFB, Ed. Ser. No. 8.)—Instructions are given for the use of the "Marks writing guide," a type of clipboard with a vertically moveable slot within which script writing may be learned.—(T. E. Newland)

1406. Maxfield, Kathryn E. (City Coll., New York.), & Kenyon, Eunice L. *A guide to the use of the Maxfield-Fjeld tentative adaptation of the Vineland Social Maturity Scale for use with visually handicapped preschool children.* New York: American Foundation for the Blind, 1953. 30 p.—Directions for administering and scoring, and suggestions for interpreting the 87-item 1942 adaptation of the Vineland Scale are given for use with the blind and near-blind.—(T. E. Newland)

1407. Millet, John A. P. (11 E. 68th St., New York.) *Motivations, positive and negative, in the rehabilitation of the disabled.* *Bull., Amer. Rehabil. Com.*, 1953, 2(2), 1-5.—The medical, psychiatric and psychological factors in restoring the disabled to the point of employability are discussed in an article particularly applicable to cases where evaluation and decision making are necessary. Dr. Millet explains the role of members of the rehabilitation team and the part played by the family in restoring the disabled to a productive life. Psychological needs and means of adapting to changed circumstances are explained.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1408. Moor, Pauline M. (American Foundation for the Blind, New York.) *Meeting the needs of the preschool blind child and his parents.* *Education*, 1954, 74, 392-399.—Three specific needs of the blind preschool child include: (1) having a family and knowing the feeling which comes from a sense of belonging and of being important to his family; (2) feeling a sense of independence and knowing himself as a person; (3) knowing the world outside of his family and of himself. The author gives a number of ways in which parents may be assisted in providing for the needs of a blind child.—(S. M. Amatora)

1409. Pense, Friedrich. *Gedanken zur Taubstummheit aus der Sicht der Aphasielehre.* (On deaf-mutism from the point of view of aphasia.) *N. Bl. Taubst. Bildg.*, 1954, 8, 34-42.—The former theories on speech centres in the cerebrum, being well-localized, have been cancelled. Though Helen Keller's articulation was felt to be somehow liberating, the sensible-kinaesthetic speech is the foundation of her capability to speak. Helen Keller's speech-centre is in the lobus frontalis, whereas Wernicke's and Broca's speech centre are out of action, as far as recognisable. The

consequence is that we have to suppose that there is a virtual capability to speak, a primary psychological potency in men, being realized by the sense organs. Without cerebral defect the deaf-mute, too, has a well-functioning virtual capability to speak. Principally the normal speech has to be attainable.—(P. L. Krieger)

1410. Petrucci, Dorothy. (1002 G Ave., Vinton, Ia.) *The blind child and his adjustment.* *New Outlook for the Blind*, 1953, 47(8), 240-246.—3 main methods which teachers and house parents in a residential school for the blind can use in influencing the emotional problems for the blind child and indications of emotional maladjustment are explored.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1411. Püttmann, Rudolf. (U. Muenster, Germany.) *Die Hörreste bei Taubstummen.* (Residual hearing in deaf-mutism.) *Arch. Ohr. usw. Heilk.*, 1951, 160, 114-132.—74 from 372 children in the three institutes for deafness in Westphalia had measurable residual hearing. They were examined classically and by audiometer. The results were according to Schubert's audiograms. There was only occasional relation between the type of audiogram and the available speech perception, after the audiograms having been divided into single speech-groups.—(P. L. Krieger)

1412. Reynolds, Lyle Gordon. *The school adjustment of children with oral acuity difficulties.* *Dissertation Abstr.*, 1954, 14, 302.—Abstract of Ed.D. thesis, 1953, Stanford U.

1413. Salmon, Peter J. (Industrial Home for the Blind, 520 Gates Ave., Brooklyn 16, N. Y.) *Improving vision among the blind.* *Sight Sav. Rev.*, 1953, 23(3), 136-138.—"About 50 per cent of the persons classified as blind have some remaining sight. Studies show that their vision can often be improved through the use of special optical aids and color schemes that provide good contrast." A lighting system, combined with proper painted surfaces at the Industrial Home for the Blind has proved highly satisfactory for industrial purposes. A complete program of medical care at the Home educates clients in better use of their remaining vision, plans a program of work and living for each client, and suggests any possible correction of eye aids.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1414. Schuy, Klemens. *Über den ersten Sprechunterricht.* (On the first speech-lessons.) *N. Bl. Taubst. Bildg.*, 1954, 8, 8-19.—According to W. Wundt speech is a kind of reduced movement of expression, which should be seen, rather than to be heard. Thus the deaf-mute has to be considered being fit to understand speech, since the deaf-mute is capable of motoricity as is the normal man. In contrast to Malisch's method of education, addressing the deaf-mute as an entity, it is emphasized that the kinaesthetic movements of the deaf-mute's speech are as important as the phenomena of the normal man. The value of all starts of modern entity psychology is limited.—(P. L. Krieger)

1415. Scott-Moncrieff, R. *Perceptive deafness in childhood.* *Laryngoscope*, 1952, 62, 1081-1088.

—(See *Child Develop. Abstr.*, 1954, 27(1 & 2), 15, abs. 49.)

1416. **Thiele, H. W.** The occupational achievements of a group of blind persons. *Occup. Psychol.*, Lond., 1954, 28, 40-56.—A survey of the occupational achievements of 219 blind persons indicates that there is a much wider range of employment than had been supposed. Some suggestions are made for increasing this range.—(G. S. Speer)

1417. **Turrell, E. S.** (Indiana U., Sch. Med., Indianapolis.) Parental influences in the social adjustment of the handicapped child. *Speech Hearing Therapist*, 1954, 1, 4-12.—Cites instances of parental attitudes which caused serious emotional disturbances in their handicapped children necessitating psychiatric treatment. Emotional reactions of the parents may result in varying degrees of rejection, over-protection, or utilization of the child to fit the needs of the parents. Ways in which parents may be helped to overcome such attitudes are pointed out.—(Courtesy of *Bull. Curr. Lit. . . Handicapped*.)

1418. **Villasana, R. Flores.** Psicología de los ciegos. (Psychology of the blind.) *Bol. Hosp. oftal. Mex.*, 1952, 5, 103-110.—(See *Ophthalm. Lit.*, 1954, 6(7), 997, abs. 5543.)

1419. **Watson, T. J.** (Manchester U., Eng.) Speech audiometry with severely deaf children. *Proc. Int. Course Paedo-Audiology*, Groningen Univ., 1953, 83-87.—Three tests were developed to evaluate the speech reception of 24 severely deaf pupils, 10-14 years of age. The tests consisted of a monosyllabic word test, a sentence test, and a picture vocabulary test. The tests were administered through a group hearing aid. The children were also administered an audibility test and a pure tone threshold test. The picture vocabulary test appeared to be the best of the three tests. The average threshold for this test was 14.6 db above the threshold of audibility.—(J. J. O'Neill)

1420. **Yankauer, Alfred** (N. Y. State Dept. of Health, Albany.), **Geyer, Margaret L.**, & **Chase, Helen C.** Comparative evaluation of three screening methods for detection of hearing loss in school children. *Amer. J. Publ. Hlth*, 1954, 44(1), 77-82.—In Rochester, N. Y., 2,404 third through seventh grade pupils were screened for hearing loss by a group fading numbers test, a group pure tone test, and an individual sweep check test. Screening tests used are described in some detail; results of the tests are given statistically and deficiencies of each pointed out. Pure tone techniques were found to be significantly better as screening devices than the group fading numbers test. The sweep check test was the better case finder of the 2 pure tone tests, but required more than twice as much time to perform.—(Courtesy of *Bull. Curr. Lit. . . Handicapped*.)

1421. **Young, Marjorie A. C.** The partially seeing—psychological aspects. New York: National Society for the Prevention of Blindness, n.d. 16 p. 15¢. (Publ. 154.)—Reprinted, with minor changes, from

"Psychological aspects of physical disability." (See 27: 673L)

(See also abstracts 313, 321, 958, 1059, 1124, 1187, 1511)

## EDUCATIONAL PSYCHOLOGY

1422. **Commins, W. D.** (Catholic U. America, Washington, D. C.), & **Fagin, Barry.** Principles of educational psychology. (2d ed.) New York: Ronald Press, 1954. xvi, 795 p. \$5.75.—The present revision in this textbook for courses in educational psychology maintains the viewpoint of the first edition (see 11: 3864.) Recent advances in learning theory, personality theory, and the social sciences are integrated as they focus on developmental problems. The revised material is cognizant of these trends. Divided into five parts, the book (1) provides the essential ideas and vocabulary; (2) the psycho-biological principles of growth and development; (3) the principles and facts of individual differences and the measurement thereof; (4) the principles of the learning process; (5) the various forms of learning, habits, and skills, memorizing, thinking and problem solving, and personal adjustment.—(S. M. Amatore)

1423. **Donald, Marjorie N.** A survey of public opinion in relation to the university. *Victoria Univ. Coll. Publ. Psychol.*, 1953, No. 4, 93 p.—Results are presented of a poll aimed at discovering the attitudes of Wellington residents toward the university in New Zealand. Questions were centered around the following topics: (a) The functions of a university training, (b) The value placed on the university trained person in the community, (c) Views on the costs of university administration and academic instruction, (d) Public interest in Victoria University College, (e) Student attitudes and values, (f) Student extra-curricular activities." The results indicate that among the population sampled "there is a strong positive orientation towards the university."—(S. E. Newman)

1424. **Eckert, Ruth E.**, & **Keller, Robert J.** (Eds.) A university looks at its program. The report of the University of Minnesota Bureau of Institutional Research, 1942-1952. Minneapolis, Minn.: University of Minnesota Press, 1954. xii, 223 p. \$4.00.—23 studies, illustrative of the educational research conducted under the Minnesota plan during the decades of 1942-1952, are presented for the view they offer of the scope, trends, and methods of a research program designed to help an educational institution in its long range planning. The problems investigated are of four major types: (1) those of a general character such as enrollment trends, curriculum development, grading practices; (2) those related to undergraduate programs; (3) those associated with specialized and graduate programs; and (4) those connected with staff activities, policies, and practices.—(E. L. Gaier)

1425. **Hackman, Roy B.** (Temple U., Philadelphia, Pa.) Individual differences. *Education*, 1954, 74,



267-271.—The two main approaches to the consideration of individual differences represent the modern point of view underlying differentiated instruction and guidance. In the first, it is important to evaluate an individual's performance by comparing him with other individuals with whom he is competing or may compete. In the second it is necessary to analyze his potentialities in term of the relative strengths and weaknesses of the trait with respect to himself. The article discusses (1) the problem, (2) the nature and extent of individual differences among individuals, and (3) variability in traits within individuals.—(S. M. Amatora)

1426. **Henderson, J. L.** *Jung and education.* *J. Educ. Psychol., Baroda*, 1954, **11**, 196-202.—One of the findings of Jung's analytic psychology makes possible, according to the author, "the re-establishment of education on a religious foundation." Individual education, the third factor, presupposes a failure of the first—Education by example—or the second, Collective Education. Therefore, it should be expanded and extended to include all those to whom it would be beneficial in bringing about an understanding of man's God-centeredness.—(C. Schmehl)

1427. **Harrold, Kenneth F.** (Teachers Coll. Columbia U., New York.) *Applications of group principles to education.* *Int. J. Group Psychother.*, 1954, **4**, 177-182.—There is wide divergence in the manner in which teachers are using groups, and applying group principles and processes in education. Many teachers and administrators are ready to consider and apply group principles, if a practical method of application is introduced. In spite of difficulties, many teachers are applying group principles in teaching, in school-community relations, and in educational administration.—(N. M. Locke)

1428. **Hollander, E. P., & Bair, John T.** (U. S. Naval School of Aviation Medicine, Pensacola, Fla.) *Attitudes toward authority-figures as correlates of motivation among Naval Aviation Cadets.* *J. appl. Psychol.*, 1954, **38**, 21-25.—To explore the relationship between attitudes toward authority figures and motivation, 65 "high" motivation aviation cadets (successfully completed basic flight training) and 72 "low" motivation cadets (voluntary withdrawals from flight training) completed an anonymous questionnaire calling for a sample of behavior characteristic of their "best" instructor and a sample descriptive of the "worst" instructor. 5 content categories were identified for the "best" instructor, and three for the "worst" instructor statements. Chi-square tests of the relative frequencies of responses showed the "high" motivation cadets tended to stress interpersonal relationships, while "low" motivation cadets stressed instructor competence.—(P. Ash)

1429. **Killian, Lewis M.** (Florida State U., Tallahassee.) *Ourselves and society.* *Except. Child.*, 1954, **20**, 294-298; 304.—"We become conscious of ourselves as individuals and as particular kinds of individuals only as we perceive the responses of others to us." It is the work of the teacher to help the student develop the type of self-attitudes which will

aid, not handicap him. "While we must teach a social consciousness which will make for unselfish social responsibility, we must also teach" an unselfish individualism.—(T. E. Newland)

1430. **Lee, J. Murray.** (State Coll. Washington, Pullman.) *Individualized instruction.* *Education*, 1954, **74**, 279-283.—Instruction can be carried on in small groups or individualized to meet special needs. It is also such a program will pay dividends in improved learning for boys and girls. The author discusses (1) a number of items that we know concerning these facts, (2) things we believe but do not practice, (3) a number of points that block practice.—(S. M. Amatora)

1431. **Murphy, Donald Joseph.** *The relationships between educational leadership and pupil achievement in selected elementary schools.* *Dissertation Abstr.*, 1954, **14**, 50.—Abstract of Ph.D. thesis, 1953, State U. Iowa.

1432. **Pearson, Gerald H. J.** (Institute of the Philadelphia (Pa.) Assn. for Psychoanalysis.) *Psychoanalysis and the education of the child.* New York: W. W. Norton & Co., 1954. x, 357 p. \$5.00.—Sources of some difficulties in learning from the standpoint of psychoanalysis are described and illustrated by cases. "I believe that every school—not school system—should have a consulting psychoanalyst...." The author believes that other specialists, including psychologists, educational psychologists and educators have made contributions to learning and teaching.—(H. K. Moore)

1433. **Sánchez-Hidalgo, Efraín.** (U. Puerto Rico, Rio Piedras.) *La juventud, la escuela y el mundo de hoy.* (Youth, the school, and the contemporary world.) *Pedagogía*, 1953, **1** (2), 7-15.—The psychology of failure is briefly considered in the light of the fatalistic attitude and way of thinking of the Puerto Rican peasant. The modern school has to emphasize two fundamental teachings: teaching the pupil to know and understand himself and teaching pupils how to cooperate. The teacher's role as a psychologist has as its greatest challenge that of developing in children and adolescents an objective and full concept of what they are.—(E. Sánchez-Hidalgo)

1434. **Smith, Henry P.** (U. Kansas, Lawrence.) *Psychology in teaching.* New York: Prentice-Hall, 1954. xiii, 466 p. \$4.95.—The aim of this volume is to give the prospective teacher an understanding of educational psychology. Following a preliminary discussion of the professional needs of the teacher the book is divided into three parts. Part I treats of the facts and trends of growth and development from infancy to maturity. In Part II there is an analysis of how and why people learn. In the final section, Part III the author discusses the motives and problems in the life of the individual.—(V. M. Staudt)

1435. **Swanson, Edward Orley.** *A follow-up study of college trained versus non-college trained high school graduates of high ability.* *Dissertation Abstr.*, 1954, **14**, 499-500.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1436. **Traxler, Arthur E.** (Educational Records Bureau, New York.) **The use of tests in differentiated instruction.** *Education*, 1954, 74, 272-278.—Attention is centered upon the use of tests in planning differentiated instruction. Tests are necessary in making periodic checks upon progress and particularly in checking upon the growth of pupils as a result of different instructional procedures. A common weakness is the failure to measure progress at the end of the period of instruction, and again some months later, in order to appraise permanency of improvement. Measurement has a potentially important place in furnishing information on which to base differentiated instruction.—(S. M. Amatora)

## SCHOOL LEARNING

1437. **Aftreth, Orville Randolph.** **The effect of the systematic analysis of errors on achievement in the study of fractions at the sixth grade level.** *Dissertation Abstr.*, 1954, 14, 501-502.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1438. **Bartlett, Lynn Mahlon.** **The relation of visual defects to reading ability.** *Dissertation Abstr.*, 1954, 14, 629-630.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1439. **Betta, Emmett Albert.** (Temple U., Philadelphia, Pa.) **Reading abilities: averages and deviations.** *Education*, 1954, 74, 323-326.—Teachers do not sufficiently understand the dynamics of human relationships. They need to know and understand how pupils think and make concepts. They need to know phonetic and phonics in order to help pupils pronounce words. They need to be aware of both corrective and remedial reading problems. But, first, they must learn how to find out where the learner is and how to help him grow in individual, small group, and classroom situations. In discussing the psychology underlying these points, the author treats (1) sex differences, (2) ranges of reading abilities, (3) individual needs, (4) panaceas.—(S. M. Amatora)

1440. **Breen, Lelwyn Clyde.** **The relation of reading ability to college mortality of certain entering freshmen at the University of Washington in the year 1950-1951.** *Dissertation Abstr.*, 1954, 14, 483-484.—Abstract of Ph.D. thesis, 1953, U. Washington.

1441. **Carpenter, C. R.** **A theoretical orientation for instructional film research.** *Audio-Visual Comm. Rev.*, 1953, 1, 38-50.—The author outlines theoretical hypotheses for experimentation on instructional sound motion pictures citing relevant experiments of the Instructional Film Research Program. The hypotheses concern sign similarity, releaser-organizer functions, channel capacitance, perceptual reinforcement, information-dependability, personal need, personal involvement, and learning principles.—(E. W. Paisson)

1442. **Cassel, Russell N.** (Headquarters, Air Training Command, Scott Air Force Base, Ill.) **Primary principles of learning.** *Peabody J. Educ.*, 1954, 31, 215-222.—"This article is concerned with establishing certain psychological phenomena which are believed to be basic to all learning, and without which

it is believed no learning can take place." The suggested primary principles of learning are: (1) structuring—degree of meaningful relationships present, (2) barriers or blocking of learner's goals—learner's needs, (3) empathy—learner's projection of self, (4) organization—figure-ground relationships, and (5) evaluation—knowledge of change by learner.—(M. M. Kostick)

1443. **College Entrance Examination Board.** **English composition.** Princeton: College Entrance Examination Board, 1954. 34 p. 50¢.—Among the 14 achievement tests in the College Board's examination program, the one that the greatest number of college applicants take is the English Composition Test. The test as a whole tries to get at three aspects of writing ability: correctness and effectiveness of expression, organizational ability, and taste and sensitivity in the use of language. Each aspect is measured partly by multiple-choice questions and partly by free-response questions. The test usually contains from two to four different types of questions.—(G. C. Carter)

1444. **College Entrance Examination Board.** **Foreign languages.** Princeton, N. J.: Author, 1954. 30 p. 50¢.—The College Board's language tests in French, German, Latin, and Spanish are described, so that students who are planning to take the tests and teachers who are helping students prepare for them will have some foreknowledge of the kinds of abilities the tests demand. These language tests are objective and are designed primarily to determine how well the student can read the language in question.—(G. C. Carter)

1445. **de Hirsch, K.** **Specific dyslexia or strephosymbolia.** *Folia Phoniatr.*, (Basel), 1952, 4, 231-248.—(See *Ophthalm. Lit.*, 1954, 6, (7), 991, abs. 5495.)

1446. **Dunn, Lloyd Murray Carson.** **A comparative study of mentally retarded and mentally normal boys of the same mental age on some aspects of the reading process.** *Dissertation Abstr.*, 1954, 14, 300.—Abstract of Ph.D. thesis, 1953, U. Illinois.

1447. **Glassman, Seymour.** **High school students' ideas with respect to certain concepts related to chemical formulas and equations.** *Dissertation Abstr.*, 1954, 14, 72.—Abstract of Ph.D. thesis, 1953, Columbia U.

1448. **Granzow, Kent Rayburn.** **A comparative study of underachievers, normal achievers, and over-achievers in reading.** *Dissertation Abstr.*, 1954, 14, 631-632.—Abstract of Ph.D. thesis, 1954, State U. Iowa.

1449. **Grayum, Helen S.** (Seattle (Wash.) Public Schs.) **How parents' attitudes affect children's reading.** *Reading Teach.*, 1954, 7(4), 195-199.—The child's reading is affected by the parent's attitudes in three different inter-related areas. First, by the home environment, second, the home and school environment, and third, through emotional conditioning.—(J. E. Casey)

1450. **Gross, Philip Sidney.** **Comparative study of two methods of learning the keyboard in the study of**

touch typewriting. *Dissertation Abstr.*, 1954, 14, 269.—Abstract of Ph.D. thesis, 1952, New York U.

1451. Hendrix, O. R. (U. Wyoming, Laramie.) "A note" acknowledged. *J. appl. Psychol.*, 1954, 38, 9.—Replying to Jacob's (see 29: 1456) comments on a previous paper, the writer suggests certain limitations to the comparisons between the ACE and the AIA Orientation test arising out of (1) difference in N's involved in computing the correlations, (2) differences due to time of administration of the tests, and (3) restriction of the comparison of the AIA to a single scholastic ability test.—(P. Ash)

1452. Hower, Vivian H. A follow-up study of "drop-outs" from engineering training. In Layton, W. L., Selection and counseling of students in engineering, (see 19: 1548), 43-47.—An attempt was made to determine whether students who dropped out of an engineering school were able to find employment which utilized this training. The results indicate: (1) The jobs secured were related to the training and this training was an aid to obtaining the jobs. (2) There was little evidence that additional training in a school of less than collegiate rank had much effect on employment. (3) Most students thought the training was of some help in their present employment. Mathematics, of all the subjects, was most helpful.—(G. C. Carter)

1453. Hoban, C. F. Determinants of audience reaction to a training film. *Audio-Visual Comm. Rev.*, 1953, 1, 30-37.—"On the basis of speculative analysis of determinants that presumably operated in target and non-target audience responses to the two" actors in a training film, the following hypotheses were formulated: "One, audience involvement and positive identification reactions to instructional (social reality) films are determined more by audience aspiration than by audience status at the time and under the circumstances of the film-viewing situation; two, audience aspiration to model roles presented in instructional films is determined by the ratio of the value of achieving the aspired role to the value of the effort necessary to this achievement, assessed at the time and under the circumstances of the film-viewing situation."—(E. W. Faison)

1454. Hosley, Charles Thomas. Learning outcomes of sixth grade pupils under alternate grade organization patterns. *Dissertation Abstr.*, 1954, 14, 490-491.—Abstract of Ed.D. thesis, 1954, Stanford U.

1455. Hurst, Francis Marion. Differential effects of verbal reinforcement on fourth grade pupils of various ability levels under massed and spaced acquisition in a classroom situation. *Dissertation Abstr.*, 1954, 14, 632.—Abstract of Ed.D. thesis, 1954, Indiana U.

1456. Jacobs, Robert. (Educational Records Bureau, New York.) A note on "Predicting success in elementary accounting." *J. appl. Psychol.*, 1954, 38, 7-8.—Hendrix (see 28: 1479) is quoted as concluding that "If a single test is to be utilized in predicting grades in elementary accounting, ACE Psychological Examination and OSU Psychological Test are preferable to the AIA Orientation Test." The author pre-

sents six additional comparisons between the ACE Exam and the AIA Test. The correlations between course grades and the ACE ranged from .15 to .28, while the correlations between grades and the AIA ranged from .23 to .43, in each comparison the correlation with the AIA being the greater. "The data... indicate that results do differ from one group to another, and they suggest further that the general trend... tends to favor the Orientation Test..."—(P. Ash)

1457. Komisar, David Daniel. The effects of the teaching of social science vocabulary to college freshman on some aspects of their academic performance. *Dissertation Abstr.*, 1954, 14, 66-67.—Abstract of Ph.D. thesis, 1953, Columbia U.

1458. Lamy, M., Leunay, C. & Soule, N. Dyslexie spécifique chez deux jumeaux identiques. (Specific dyslexia in identical twins.) *Sem. Hôp. Paris*, 1952, 28, 1475-1477.—(See *Optical Lit.*, 1954, 6(7), 991, abs. 5494.)

1459. Langford, James Aaron. The physical, mental, and social growth of superior readers. *Dissertation Abstr.*, 1954, 14, 617-618.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1460. Leibman, Oscar Bernard. The relationship of personal and social adjustment to academic achievement in the elementary school. *Dissertation Abstr.*, 1954, 14, 67.—Abstract of Ph.D. thesis, 1953, Columbia U.

1461. Lucow, William Harrison. The use of analysis of variance in estimating the components of variation in an experimental study of learning textbook-centered versus laboratory centered approach in the teaching of introductory high school chemistry. *Dissertation Abstr.*, 1954, 14, 504-505.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1462. McCoard, William B. (U. Southern California, Los Angeles.), & LeCount, Samuel N. An oral reading evaluation of good and poor silent readers. *Speech Monogr.*, 1951, 18, 288-291.

1463. McQuary, John P. (U. Wisconsin, Madison.) Some differences between under- and over-achievers in college. *Educ. Adm. Suprv.*, 1954, 40, 117-120.—Two groups of freshmen males who were extreme over- and under-achievers in their first semester were selected for the study. Results indicate that the over-achiever group is more likely to have had a less fortunate background. The under-achiever group had a significantly higher percentage who received their worst high school marks in sciences. Other differences included reasons for going to college and vocational choices.—(S. M. Amatora)

1464. Mayans, Frank, Jr. Puerto Rican migrant pupils in New York City schools: a comparison of the effects of two methods of instructional grouping on English mastery and attitudes. *Dissertation Abstr.*, 1954, 14, 68-69.—Abstract of Ph.D. thesis, 1953, Columbia U.

1465. Megy, G. Recherche de corrélations entre le niveau scolaire et la réussite au Centre d'Apprentissage. (Investigation of correlations between aca-



ademic levels and success at the Apprenticeship Center.) *BINOP*, 1953, 9, 167-170.

1466. Moore, Forrest G. Factors affecting the academic success of foreign students in American universities. *Dissertation Abstr.*, 1954, 14, 492-493.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

1467. Nully, Thomas Pomphort Francis. The relationship between achieved growth in height and the beginning of growth in reading. *Dissertation Abstr.*, 1954, 14, 301-302.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

1468. Norberg, K. Perception research & A-V education. *Audio-Visual Comm. Rev.*, 1953, 1, 18-29.—Discusses the Hanover Inst. demonstrations in perception with regard to possible implications for audio-visual research. The following implications were concluded: learning may result from visual presentation; perception is not a cause but a dimension of learning; visual perceptions of words are no less concrete than those of things; learning by an individual cannot be predicted for any discrete visual presentations apart from other experiences; learning results from a series of purposeful acts; learning from visual presentations takes place when it makes it easier for the individual to carry out his purposes; as learning from perceptions takes place, new ways of perceiving and the "assumptive form" of the world changes involving social attitudes and conceptions, one cannot learn without acting; one cannot act without perceiving.—(E. W. Faison)

1469. Perry, William G., Jr., & Whitlock, Charles P. (Harvard U., Cambridge, Mass.) A clinical rationale for a reading film. *Harvard educ. Rev.*, 1954, 24, 6-27.—The absence of a secure experimental basis for a developmental reading program necessitates an approach employing clinical insights as a foundation. The group teaching of developmental reading properly centers its efforts upon the attitudinal, the methodological, and in a qualified sense, the perceptual or mechanical aspects of reading. The design of the Harvard Reading Films, Series Two, for use at the high school and college level, derives from the rationale of the functions of mechanical devices in the developmental reading program outlined in this article. 20 references.—(R. C. Strassburger)

1470. Peterson, Eleanor M. Aspects of readability in the social studies. New York: Bureau of Publications, Teacher's College, Columbia University, 1954. ix, 118 p. \$3.50.—An investigation to test the hypothesis that "a significant difference would exist between students' comprehension of original world history textbook passages and their comprehension of versions modified to improve interest and make organization more logical." Two 1000-word passages were equated by Lorge Readability Formula. 99 tenth grade students were divided into 3 equivalent reading ability groups. Each group read 1 version of the material. Quantitative analysis by objective tests indicated that the students who read the modified

passages comprehended the material significantly better than those who read the original version. Intropective analysis indicated that reading of the modified material was more enjoyable. 56-item bibliography.—(F. Elliott)

1471. Peterson, Eleanor Marie. Aspects of readability in the social studies. *Dissertation Abstr.*, 1954, 14, 72-73.—Abstract of Ph.D. thesis, 1953, Columbia U.

1472. Roesslein, Charles G. (Catholic U., Washington, D. C.) Differential patterns of intelligence traits between high achieving and low achieving high school boys. Washington, D. C.: Catholic University of America Press, 1953. vii, 62 p. \$1.00.—The chief differences found were an integrating factor (a preponderance of the cognitive g) and superior abstract reasoning characterizing the intellectual functioning of the high achievers. A group achievement test was used to differentiate the 2 groups and 3 group intelligence tests were the basis for 26 subtests used in the factor analysis. Four primary factors were identified in both groups. However, "...the same subtests of intelligence align themselves in different patterns for the two groups..." and the tests carried by some factors are grossly different in the 2 groups. Several practical implications are discussed briefly. 36 references.—(L. D. Summers)

1473. Serra, Mary C. (Illinois State Normal U., Normal.) Influence of reading and experience-writing on spelling: a case study. *Elem. Sch. J.*, 1954, 54, 456-463.—The case study of Dick, aged 11, indicates that remedial teaching techniques emphasizing word meaning seem to enhance spelling achievement. They also appeared to develop "independence in writing." Tactile-kinesthetic and kinesthetic remedial reading techniques emphasizing word meaning, increased spelling ability without systematic instruction in spelling.—(S. M. Amatora)

1474. Sherover, Max. (Linguaphone Institute, New York.) Gestalt mnemonics. *Etc. Rev. gen. Semant.*, 1954, 11, 130-133.—Whether a perceived experience will be remembered depends on attention, significance, dominance, and interference. The process of "abstracting," essential in language, involves forgetting some characteristics of an experience and recalling only those which are common to others. Learning language involves remembering and/or learning certain patterns and forgetting some others: repeated exposure to the "correct" sounds of a language, uttered in meaningful contexts, seems to lead to effective learning habits. The entire "speech habit" which constitutes a language is best learned in wholes, as a child learns it. This method of "gestalt mnemonics" may have applications in other fields than language teaching; it is suggested that it is less effective in "analytic" subjects such as mathematics.—(J. Caffrey)

1475. Smith, Dora V. (U. Minnesota, Minneapolis.) Caring for individual differences in the literature class. *Education*, 1954, 74, 294-299.—Nothing can take the place of the teacher's personal knowledge of

his pupils in a program of differentiated reading. This may have far-reaching effects in the future lives and reading habits of people. Specific considerations involved in the caring for individual differences include (1) a knowledge of differences among children, (2) what the school can do about these differences, (3) how individual tastes can be provided for, (4) how to achieve skill in reading fiction, (5) how to help the slow reader in the classics, and (6) the need of cumulative reading records.—(S. M. Amatora)

1476. Steinwachs, F., & Teuffel, I. *Schreibmotorik und Schreibmaterial bei Grundschulkindern*. (Writing coordination and writing material amongst primary school children.) Göttingen: Hogrefe, Verlag für Psychologie, 1954. 63 p.—In this monograph the writers not only go into a general discussion of the teaching of penmanship but also provide a wide range of experimental evidence to back up their conclusions. A description of various types of apparatus for the measurement of writing pressure, speed, style, and other characteristics of writing is also presented. It is shown that particular kinds of writing material are better for children at various stages of their psychomotor development than other materials. A statistically significant correlation exists, for example, between the thickness of the penholder and writing coordination. 145-item bibliography.—(R. M. Frumkin)

1477. Watkins, Mary. *A comparison of the reading proficiencies of normal-progress and reading disability cases of the same I. Q. and reading level*. *Dissertation Abstr.*, 1954, 14, 644.—Abstract of Ph. D. thesis, 1953, U. Minnesota.

1478. Weaver, J. Fred. (Boston U., Mass.) *Differentiated instruction in arithmetic: an overview and a promising trend*. *Education*, 1954, 74, 300-305.—Instruction in arithmetic must be planned in the light of knowledge of quantitative abilities and of individual differences in relation thereto. Arithmetic competence is not unitary, but a composite of several types of quantitative ability, which overlap to varying degrees. Children in a given class or grade will have a wide variety of ability. Several quantitative abilities will correlate differentially with general intelligence. The author discusses (1) some methods of differentiating instruction in arithmetic, (2) the evaluation, diagnosis, and remedial work, (3) present trends in functioning according to levels of learning, (4) levels of learning in action.—(S. M. Amatora)

1479. Willot, A. *Causes de succès ou d'échecs dans les études secondaires*. (Reasons for success or failure in secondary studies.) *Nouv. Rev. Pédag.*, 1953, 9, 130-138.—The chief causes of success or failure in secondary school are orientation, family background, adaptation to studies and particularly the methods of teaching.—(R. Piret)

1480. Wolfe, Duell. *Factors determining who goes to college and who succeeds in college*. In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 3-21.—High School grades clearly predict which students will enter college better than

do aptitude test scores. The explanation can be looked at from two points of view. From the standpoint of the college admission officer, an applicant who earned high grades in high school has demonstrated his ability to do academic work and that he is a good prospect for admission to college. From the standpoint of a student who is sizing up his prospects for college work, school grades are an obvious measure of the success he can expect to achieve.—(G. C. Carter)

1481. Young, Olive G. (U. Illinois, Urbana.) *Rate of learning in relation to spacing of practice periods in archery and badminton*. *Res. Quart. Amer. Ass. Hlth. phys. Educ.*, 1954, 25, 231-243.—More effective learning of college students studying archery occurs in relatively massed practice (4 days a week) while badminton is learned most rapidly when a wider distribution (2 days a week) of practice is permitted. Women show slightly greater gains as do students with high motor ability.—(M. A. Seidenfeld)

(See also abstract 821)

#### INTERESTS, ATTITUDES & HABITS

1482. Bass, Bernard M., Wurster, Cecil R., Doll, Paddy Ann, & Clair, Dean J. (Louisiana State U., Baton Rouge, La.) *Situational and personality factors in leadership among sorority women*. *Psychol. Monogr.*, 1953, 67(16), (No. 366), 23 p.—A group of 140 volunteers representing the 7 largest sororities on the La. State University campus were divided into 20 groups, each containing one representative from each of the sororities. The individuals in each of these groups were tested for leadership characteristics. Correlational and factorial analysis suggest that (1) older sorority women with more university backgrounds are more active in extra-curricular pursuits, are higher in both university and sorority leadership and tend to be more esteemed by their sorority sisters, while at the same time showing less tendency to be leaders in the sorority. (2) Peer esteem is influenced by personal characteristics, sorority status, visibility, leadership potential. Many other observations of leadership status are included. 22 references.—(M. A. Seidenfeld)

1483. Beaver, Alma Perry. (Santa Barbara Coll., Calif.) *Kuder interest patterns of student nurses*. *J. appl. Psychol.*, 1953, 37, 370-373.—A sample of 80 female nursing school students was compared with a sample of 50 education majors on the Kuder Preference Record. The two groups differed significantly on the Science, Persuasive, Literary, and Social Science scales. Analysis of the "most" and "least" preferred choices in clusters of three showed that in 96 choices the two groups differed.—(P. Ash)

1484. Beaver, Alma Perry. (Santa Barbara Coll., Calif.) *Personality factors in choice of nursing*. *J. appl. Psychol.*, 1953, 37, 374-379.—By comparing the responses on the MMPI of 86 student nurses with 86 education majors matched for race, age, and percentile on the ACE, 66 differentiating items were

identified. "As a means of validation..." the 66 items were readministered to the survivors of the original groups, and a significant total score difference was obtained. "Two other groups of student nurses... yielded average scores similar to the experimental groups."—(P. Ash)

1485. **Bonney, M. E., Moblit, R. E., & Dryer, A. H.** (N. Texas State Coll., Denton.) **A study of some factors related to sociometric status in a men's dormitory.** *Sociometry*, 1953, 16, 287-301.—Sociometric status in a men's dormitory is reported in terms of choices for roommates and leisure time companions, and is compared with personality data. Rejects tended to correspond to generally accepted descriptions of the psychopathic personality type. High-choice men demonstrated a higher incidence of socially approved and admired behavior, although there was no one particular personality type. High-choice types frequently showed sincere and objective interest in others, consideration for others, strongly positive self-regarding attitudes, and active participation in the more mature and socially approved forms of group activities.—(V. Johnson)

1486. **Brown, William H.** (North Carolina Coll., Durham), & **Morris, Viola C.** **Social acceptance among "Texas" children.** *Understanding the Child*, 1954, 23, 56-60.—Several devices were employed "...to determine the social acceptance of individual pupils in an eighth grade class, to determine the gross behavior type of each pupil, and to study the relationship between social acceptance and certain measures of achievement and mental ability." The writers interpret their data as indicating "...that differences of acceptance among children in the sample reflect significant distinctions among major population groups of the community." They recommend three major approaches to the problems of social acceptance and pupil adjustment: (1) transforming the class into a social group; (2) wise utilization of a variety of school resources; and (3) having the school lead the way toward greater solidarity of organization and progress in the community.—(W. Coleman)

1487. **Dahlke, H. Otto.** (Concord Coll., Athens, W. Va.) **Determinants of sociometric relations among children in the elementary school.** *Sociometry*, 1953, 16, 327-338.—An effort was made in this study to arrive at a formulation to understand and explain social relations, and to evaluate what fosters dissociative or associative relations, in terms of the institutional order of a school. Conclusions indicate that economic class is not associated with patterns of high and low choice status nor with personality adjustment; but the latter is related to the interaction and choice status in the school. The evaluative system most important for the children appeared to be sex status first, and secondly pupil status.—(V. Johnson)

1488. **Gulbreath, Camille Vemon.** **Leadership behavior in college social groups.** *Dissertation Abstr.*, 1954, 14, 497-498.—Abstract of Ed.D. thesis, 1954, Stanford U.

1489. **Hill, Paul Leroy.** **Personal problems of junior high school children in relation to intelligence, socioeconomic status, sex and school grade.** *Dissertation Abstr.*, 1954, 14, 395-396.—Abstract of Ph.D. thesis, 1953, Northwestern U.

1490. **Hindman, Baker Michael.** **The emotional problems of Negro high school youth which are related to segregation and discrimination in a Southern urban community.** *Dissertation Abstr.*, 1954, 14, 414-415.—Abstract of Ph.D. thesis, 1953, New York U.

1491. **Hopwood, Kathryn.** (Ohio State U., Columbus.) **Expectations of university freshman women.** *Personnel Guid. J.*, 1954, 32, 464-469.—Based on a study of 67 freshman women who sorted 100 previously selected items by Q methodology, it is indicated that freshman women want to develop resources that will make for fuller personal living; they want to prepare for both marriage and a vocation; and they are relatively untouched by any concept of active civic responsibility.—(G. S. Speer)

1492. **Horton, R. E.** (Purdue U., Lafayette, Ind.) **Freedom, fascism, and fear.** *Purdue Univ. Stud. higher Educ.*, 1953, No. 80, 43-54.—Findings are presented from a Purdue Opinion Panel which drew its sample from 103 secondary schools in 35 states. Poll questions paraphrased items from the Bill of Rights and were concerned with ethnocentrism-authoritarianism trends. About 20% of the pupils consistently gave "anti-democratic" responses. A course in civics "was not at all significant in terms of the individual's attitudes toward allowing greater freedom for minority groups." Persons who were generally better informed had lesser degrees of prejudice, however. 75% of the respondents stated that obedience and respect for authority are the most important virtues children should learn. Percentages on 20 other questions are given.—(A. E. Kuenzli)

1493. **Johnson, Norman C.** **An analysis of certain problems related to integration of Negro students into interracial schools.** *Dissertation Abstr.*, 1954, 14, 632-633.—Abstract of Ed.D. thesis, 1954, Indiana U.

1494. **Kaplan, Berton Harris.** **Occupational choice: a study of how a randomly selected group of University of North Carolina male seniors of the class of 1952 chose their occupations.** *Univ. N. C. Rec.*, 1953, No. 520, 85.—Abstract of Ph.D. thesis.

1495. **Lewis, Isabel Boyd.** **An exploration of elements bearing on the interests of a selected group of elementary school children with particular reference to the literature of interest and development.** *Dissertation Abstr.*, 1954, 14, 320.—Abstract of Ph.D. thesis, 1953, Northwestern U.

1496. **Larboer, George Coe, Jr.** **A determination of certain changes in parental understandings, attitudes, and interests as compared with those of their high school children following a teaching unit in atomic energy.** *Dissertation Abstr.*, 1954, 14, 271-272.—Abstract of Ed.D. thesis, 1953, U. Illinois.

1497. **Lysgaard, Sverre.** (Purdue U., Lafayette, Ind.) **Teenagers' attitude patterns in the United**



**States: spending today or saving for tomorrow.** *Purdue Univ. Stud. higher Educ.*, 1953, No. 80, 61-70.—

This study is concerned with "the attitude-forming power of social classes." Conclusions are based on a nation-wide sample of 2,500 high school students. Significant differences were found between "upper," "middle," "working," and "lower" groups on questions having to do with choice of friends, social ambitions, spending and saving habits, self control and restraint. The evidence tends to support the main hypothesis that the "deferred gratification pattern" is more typical among upper and middle class persons than it is among persons at lower socio-economic levels.—(A. E. Kuenzli)

1498. **Moore, William Milton.** *A sociometric study of the older youth project as related to school drop outs.* *Dissertation Abstr.*, 1954, 14, 618.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1499. **Orwig, James Preston.** *An examination of problems relating to standards of value judgment as expressed by a selected group of basic college students.* *Dissertation Abstr.*, 1954, 14, 274-275.—Abstract of Ed.D. thesis, 1953, Michigan State Coll.

1500. **Race, Telmo.** *The family-school relationship in Latin America and its implications for the mental health of the child.* *Proc. 4th int. Congr. ment. Hlth.*, 1951, 86-100.—The school should exercise a mental hygiene function based on a multi-disciplinary study of the family and the child. Such work cannot be conceived separately from a program of betterment of living, housing and health.—(N. H. Pronko)

1501. **Scarborough, B. B.** (Purdue U., Lafayette, Ind.) *Parents for an hour.* *Purdue Univ. Stud. higher Educ.*, 1953, No. 80, 55-60.—A section of items on a nation-wide Purdue Opinion Panel asked secondary school pupils to state their views about the purpose of education and their feelings about certain school practices and procedures. They were also asked to estimate the views of their parents on these same subjects. Most pupils believe they hold views which are less traditional than their parents. Pupils and parents agree that "social promotions" should not be made. "About one-third of the pupils plan to continue their education beyond the high school level, yet only one-half believe their present school programs will meet their needs in or out of college." Teacher-pupil relationships are found to be unsatisfactory.—(A. E. Kuenzli)

1502. **Soldman, Jerome Martin.** *An investigation of the relationship between aspirations, expectations, and socioeconomic background of male high school juniors and seniors.* *Dissertation Abstr.*, 1954, 14, 391-392.—Abstract of Ph.D. thesis, 1953, New York U.

1503. **Silverman, Hirsch Lazoar.** *Relationships of personality factors and religious background among college students.* *Dissertation Abstr.*, 1954, 14, 553-554.—Abstract of Ph.D. thesis, 1951, Yeshiva U.

1504. **Smith, Raymond G.** (Indiana U., Bloomington) *An experimental study of the effects of speech organiza-*

*tion upon attitudes of college students.* *Speech Monogr.*, 1951, 18, 292-301.

1505. **Tenaka, Kunio.** (Kobe City U. Japan.) *Shakaitoki taido no sokutointokai konkyū I.* (The measurement of social attitudes I.) *Jap. J. Psychol.*, 1953, 24, 98-104.—Attitudes of 781 male and female college and high school students were tested toward "Americans," "Russians," "Chinese," "Koreans," "war," "criminal punishment," "capital punishment," "dating," "prohibition," "sports," "movies," "Marxism," and "Christianity." Male indicated more favorable attitudes than female to "dating" and "sports," and female to "Americans" and "war." No significant differences were found between urban and rural students except in their attitudes toward "movies." Attitudes became less favorable toward "Russians," "prohibition" and "sports," and more favorable to "Marxism" with an increase in age. In Japanese. English abstract p. 175-176.—(A. M. Niyekawa)

1506. **Tarver, James D.** (Oklahoma A & M, Stillwater.) *An experimental study in measuring the effectiveness of class speakers in changing college students' attitudes.* *Relig. Educ.*, 1954, 49, 219-224.—Two speakers, one a Roman Catholic priest; the other, a Protestant minister presented opposed views regarding the proposal to send an ambassador to the Vatican. Three sections in rural sociology were tested before and after, though the control section did not hear the speakers. However, there were changes in attitude in even the control section. In all three groups there was a change from a positive toward a neutral view or from a neutral view toward a negative one.—(G. K. Morlan)

1507. **Thomas, Paul Andrew.** *An analysis of family-size preferences and factors influencing them in two selected student groups.* *Dissertation Abstr.*, 1954, 14, 733.—Abstract of Ph.D. thesis, 1954, Indiana U.

1508. **Truoblood, Dennis Lee.** *Selected characteristics including academic achievement, of employed and non-employed students in the Indiana University School of Business.* *Dissertation Abstr.*, 1954, 14, 643-644.—Abstract of Ed.D. thesis, 1954, Indiana U.

1509. **UNESCO.** *Mental hygiene in the nursery school.* Paris: Author, 1953. 36 p. 20¢.—This report is part of an educational program aimed at promoting the healthy social and mental development of children. After the child's own mother, it is the nursery school teacher who has the greatest opportunity to promote the mental health of the child. Divided into nine sections, the pamphlet discusses: (1) The development of the nursery school, (2) function of the nursery school in the community, (3) the child's needs and the role of the mother, (4) the teacher in the nursery school, (5) recruitment of nursery school teachers, (6) training of nursery school teachers, (7) the head mistress in the nursery school, (8) inspectors of nursery schools, and (9) public opinion.—(S. M. Amatori)

1510. **Zumwinkle, Robert Gordon.** *Factors associated with the compatibility of roommates: a test of the birds-of-a-feather hypothesis.* *Dissertation Abstr.*,

1954, 14, 363.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

(See also abstracts 765, 1711)

#### SPECIAL EDUCATION

1511. **American Foundation for the Blind. The Pine Brook report; national work session on the education of the blind with the sighted.** New York: American Foundation for the Blind, 1954. 72 p. 90¢.—This report of a conference in which about 20 specialists participated discusses patterns of education of blind with sighted children which are in effect throughout the country. It recognizes the Cooperative Plan, the Integrated Plan, and the Itinerant Teacher Plan as found in greatest frequency. Legislation, administration and teacher preparation to implement these programs were topics of discussion. Education of blind with sighted children requires a close relationship between the home and the school and the utilization of community resources. In the appendix laws promoting the education of the blind are cited and a suggested list of classroom equipment is included.—(B. Lowenfeld.)

1512. **Barbe, Walter B. A follow-up study of graduates of special classes for gifted children.** *Dissertation Abstr.*, 1954, 14, 299.—Abstract of Ph.D. thesis, 1953, Northwestern U.

1513. **Barbe, Walter B. (U. Chattanooga, Tenn.) Differentiated guidance for the gifted.** *Education*, 1954, 74, 306-311.—Attention to the gifted child has seldom been carried far enough to actually offer benefits to him. More often it is directed merely to identifying the gifted. The author offers a number of reasons why the gifted child has been neglected in these areas and localities. This is followed by a discussion of the following topics: (1) How does the gifted child differ from others? (2) some problems encountered by the gifted children in school; (3) what is being done for the gifted; (4) what still needs to be done. The author concludes that the lack of understanding of intellectual superiority has been a major handicap in an attempt to provide better for the gifted child.—(S. M. Amatora)

1514. **Blount, John H. (Rayner's School, Penn, High Wycombe, Buckinghamshire, Eng.) Deafness with additional handicaps.** *Special Schools J.*, 1953, 42(4), 8-11.—A description of a school for the deaf and partially deaf with additional handicaps (educationally subnormal and physical handicaps) in England. Some of the problems of providing education for these children are considered briefly and principles to be observed in their education are summarized.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1515. **Büchli, M. J. C. (Institute for Hard of Hearing, Groningen, Netherlands.) Audiological education.** *Proc. Int. Course Paedo-Audiology, Groningen Univ.*, 1953, 45-46.—A two part discussion of the audiological training of the deaf and hard of hearing child. Part 1 discusses the use of auditory training, speech

reading and speech training in the education of children with various types of auditory handicap. The role of parents in the training of the pre-school deaf child is discussed along with the advisability of the wearing of hearing aids by such children. Part 2 deals with the organization and function of audiological centers and school programs.—(J. J. O'Neill)

1516. **Burt, Cyril. (U. Coll., London, Eng.) The causes and treatment of backwardness.** New York: Philosophical Library, 1953. 128 p. \$3.75.—Incorporating in a general way experiences gained while working with backward children in London and Birmingham, the author has brought up to date much of the content of his earlier book, "The backward child" and presented it in a form helpful to the classroom teacher. Historical information on child study procedures, a consideration of environmental factors and personality factors (physical, intellectual, emotional, and moral characteristics) and practical classroom conclusions are incorporated. 43 references.—(T. E. Newland)

1517. **Chamberlain, Naomi H., & Moss, Dorothy H. The three "R's" for the retarded (repetition, relaxation and routine); a program for training the retarded child at home.** New York: The National Association for Retarded Children, 1954. 31 p.—The theme of "repetition, relaxation, and routine" is developed for the pre-school retardate. Suggestions (each "the direct outgrowth of questioning parents") are made to help the parents understand and deal with the child's physical condition, his development, his toys, discipline, the child's development through play, his learning self-care, preparing for a hearing test, developing language and speech, and getting ready for school.—(T. E. Newland)

1518. **Desideri de Castiglioni, Bianca. Estudio de C. L. de los alumnos de las clases diferenciales de las escuelas de Montevideo.** (Study of the I.Q. of pupils in special classes in schools of Montevideo.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 242-256.

1519. **Justman, Joseph. A comparison of the functioning of intellectually gifted children enrolled in special progress and normal progress classes in junior high school.** *Dissertation Abstr.*, 1954, 14, 65-66.—Abstract of Ph.D. thesis, 1953, Columbia U.

1520. **Klemm, Eugene Woods. Reading instruction for gifted children in the elementary grades.** *Dissertation Abstr.*, 1954, 14, 319.—Abstract of Ph.D. thesis, 1953, Northwestern U.

1521. **Large, Irving. (525 W. 120th St., New York.) Social gains in special education of the gifted.** *Sch. & Soc.*, 1954, 79(2024), 4-7.—A plea for special education for the gifted, some of the objectives of the curriculum for the intellectually superior, and the gains to society through the utilization and training of superior human resources are given.—(Courtesy of *Bull. Curr. Lit. . . Handicapped.*)

1522. **McCartney, Louise Dawley. (Denver (Col.) Publ. Schs.) A differential program for mentally retarded children of the exogenous group.** *Train. Sch.*

*Bull.*, 1954, 51, 27-33.—Emphasized in the Denver program for children of life age 6 to 10 and IQ 50 to 70 are specific trainings in sensory-motor coordination, auditory and visual discrimination, speech, reading, writing, understanding numbers, and free play. Daily use of Thurstone's Learn to Think Series and motor therapy are special features. 17 references.—(W. L. Wilkins)

1523. **Marshall, Max S.** The case of the "gifted" child. *Educ. Adm. Superv.*, 1954, 40, 155-162.—In the last analysis, the thought of special training for the "gifted" child is no more than a plea for widespread education, a plea put in unfortunate terms. The author challenges the question, "Who is the gifted child?" He maintains that (1) everyone must be in some way in a top group in order to maintain enough self-esteem to live, and (2) virtually everyone in his set of qualities has a combination that provides a working degree of self-esteem.—(S. M. Amatora)

1524. **Miller, Ann.** (Whittier Jr. H. S., Lincoln, Nebr.) *Growing with music—a program for the mentally retarded.* *Except. Child.*, 1954, 20, 305-307; 310-311.—Simple songs providing for considerable repetition and dancing which started with circle games and progressed to line and square dances were provided for a junior high class of 15 pupils. Teacher observations were recorded weekly. The outcomes noted were (1) considerable improvement in speech rate and diction; (2) undeniable therapeutic outlet; (3) improved poise; (4) increasing assumption of responsibility and initiative; (5) improved dexterity, freedom of movement and sense of rhythm; and (6) increased opportunity for learning social information and developing a better vocabulary.—(T. E. Newland)

1525. **Oliver, Albert I.** (U. Pennsylvania, Philadelphia.) *The gifted pupil—a challenge to educators.* *Education*, 1954, 74, 312-322.—After presenting some of the accumulated evidence to show that more and more educators maintain the gifted child is the most neglected in our schools today, the author proposes a number of points for meeting this challenge. These include (1) what some committees and organizations are doing for the gifted, (2) recognition by various organizations, (3) what the gifted are like, (4) the problem is often an adjustment problem, (5) some failures in higher education, (6) problems may be revealed through compositions, (7) administrative arrangements that may be necessary to cope with the problems, (8) making a maximum utilization of the classroom, (9) when the teacher must function as the counselor, (10) some suggested enrichment devices, (11) the necessity of having good teachers for the gifted.—(S. M. Amatora)

1526. **Palmer, Martin F. & Berko, Francis.** The education of the aphasic child. *Amer. J. Occup. Ther.*, 1952, 6(6), 241-246.—(See *Child Developm. Abstr.*, 1954, 27(1 & 2), 40, abs. 155.)

1527. **Peck, John Russell.** A study of mentally retarded pupils in a typical classroom situation.

*Univ. N. C. Rec.*, 1953, No. 520, 87-88.—Abstract of Ph.D. thesis.

1528. **Poulos, Thomas H.** (Michigan Sch. for the Deaf, Flint.) *Needs and objectives in teaching arithmetic to the deaf.* *Volta Rev.*, 1953, 55(9), 452-455.—Differences between normal hearing and deaf children in the learning processes are explained and adaptations of the curriculum for teaching arithmetic are suggested. Deaf children are proficient in arithmetic computation but in arithmetic reasoning often fall 4 years lower than the average norm for their age group. Language handicaps may explain this difference; the working vocabulary of the deaf should be enlarged.—(Courtesy of *Bull. Curr. Lit. Handicapped.*)

1529. **Rothstein, Jerome H. (Comp.)** *Bibliography: education of the mentally retarded.* San Francisco, Calif.: San Francisco State College, Division of Education, Special Education Department, 1954. 65 p.—Approximately 1200 references classified by: general, diagnosis and classification, social control, guidance, curriculum and instruction, secondary school, instructional materials, occupations, speech defects, parent and teacher education.—(C. M. Louttit)

1530. **Schmähli, Otto.** *Ausbildung und soziale Betreuung der Gehörlosen in Norwegen.* (Education and social care of deaf-mutes in Norway.) *N.B.I. Taubst. Bildg.* 1954, 8, 22-34.—Norway considers the education of her hindered children to be a humanitarian and pedagogical task, rather than a public economical one. The total organization of deaf-mutes' education is similar to that of the former German province of Lower Saxonia: Separation and special education for children with low and normal IQ. Pupils are divided into classes, according to their hearing-loss and their capabilities. The classes are exchanged between the different institutes. There is early start of education and parents' consultation.—(P. L. Krieger)

1531. **Smith, Marion Funk.** (Lancaster (Pa.) Public Schools.), & **Burks, Arthur J.** *Teaching the slow learning child.* New York: Harper and Brothers, 1954. xii, 175 p. \$2.75.—Anecdotally and inspirationally written for the purpose of bringing out "the human side of the picture," the classroom experiences of the senior author are described for teachers, the general public, and parents of retarded children.—(T. E. Newland)

1532. **Ward, Virgil Scott.** *Principles of education for intellectually superior individuals.* *Univ. N. C. Rec.*, 1953, No. 520, 82-83.—Abstract of Ph.D. thesis.

(See also abstract 1399)

#### EDUCATIONAL GUIDANCE

1533. **Amatora, Mary.** (St. Francis Coll., Fort Wayne, Ind.) *Case study—a method of guidance.* *Understanding the Child*, 1954, 23, 46-48.—Use of the case study by the classroom teacher is recommended as a method of guidance. The case study will



enable the teacher to make a reliable diagnosis which will facilitate remedial measures. Case data should include (1) personal and family history, (2) previous school history, (3) medical and health history, and (4) former and present school records, including test results.—(W. Coleman)

1534. **Berdie, Ralph F.** (U. Minnesota, Minneapolis.) *The state-wide testing programs.* *Personnel Guid. J.*, 1954, **32**, 454-459.—State-wide testing programs, one of the most extensive activities in the area of counseling and testing, has not received much attention in educational journals. This paper presents preliminary information obtained from 48 questionnaires describing 26 programs in 24 states and Hawaii. One of the major problems is making test scores more usable.—(G. S. Speer)

1535. **Cleary, Florence D., Davis, Alice M., & Meier, Arnold R.** *Individual and group guidance.* Detroit: Wayne University Press, 1953. 15 p. 50¢.—Guidance is an integral part of good teaching. Every teacher must be a guidance teacher. Suggests how classroom teachers might develop group responsibility and skill in human relationships, and how they might know and understand children, help pupils to work on school problems, encourage participation in school-community living, teach and promote skills for democratic participation. Action proposals are presented for pupils as well as teachers.—(R. M. Frumkin)

1536. **de Moraes, Anna Marie M.** (U. Louvain, Belgium.) *Recherche psychopédagogique sur la solution des problèmes d'arithmétique.* (Psychopedagogical research on the solution of arithmetic problems.) Paris: J. Vrin, 1954. 139 p. 96 fr.—This investigation aims to throw light on the psychopedagogy of arithmetic. The method employed was that of thinking aloud. Each pupil was asked to solve a problem by explaining audibly each step in his procedure, with the help of paper and pencil. A recorder registered results along with his comments, hesitations, silences and the intonation of his voice. Only by means of such an understanding of the child's mind is it possible to correct his ways of thinking and adapt teaching to his individual intelligence. The book presents many exact reproductions of the children's work.—(G. E. Bird)

1537. **Feller, Clarence W.** (U. Colorado, Boulder.) *Group activities in guidance services.* *Personnel Guid. J.*, 1954, **32**, 411-414.—"Group activities supplement and contribute to guidance services by utilizing the cooperative, supportive, and economical values of group situations to forward the choices and adjustments of students through the mastery of commonly needed and desired information and the exploration of common problems."—(G. S. Speer)

1538. **Gordon, Ira J.** (U. Maryland, College Park.) *Guidance in the small community: the role of the teacher.* *Understanding the Child*, 1954, **23**, 49-54.—To help the teacher serving as a counselor, Gordon discusses the following: interviewing students, sociometrics, process observation, role playing, use

of recordings, and group self-evaluation.—(W. Coleman)

1539. **Grant, Claude W.** (Syracuse U., N. Y.) *How students perceive the counselor's role.* *Personnel Guid. J.*, 1954, **32**, 386-388.—Hypothesizing that students' perceptions of the counselor control the types of problems which they would bring to the counselor, a questionnaire study was made of high school seniors to determine the kinds of problems they would bring to counselors. It is concluded that the counselor is perceived as being most able to make acceptable contributions in vocational and educational planning areas, but neither the counselor nor other school personnel were seen as playing much of a role in personal-emotional problems.—(G. S. Speer)

1540. **Hammond, Marjorie.** (Ohio State U., Columbus.) *Occupational Attitude Rating Scales.* *Personnel Guid. J.*, 1954, **32**, 470-474.—It is felt that the Occupational Attitude Rating Scales is a promising discussion tool used with prospective freshmen to bring about a greater state of readiness to cope with some problems of college life.—(G. S. Speer)

1541. **Hayt, Kenneth.** *Secondary school counselors.* In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1541), 59-60.—Since part of the job of the high school counselor involves vocational-educational counseling with students, it seems rather obvious that enrollments in schools of engineering will be increasingly affected by the work that counselors are doing. High school counselors can detect able and interested students and increase the probability of their reaching engineering schools. Counselors can also counsel unqualified students away from engineering.—(G. C. Carter)

1542. **Hulslander, S. C.** (U. Michigan, Ann Arbor.) *Assisting youth adjustment in elementary schools.* *Personnel Guid. J.*, 1954, **32**, 392-394.—This is a brief summary of a recently published report on existing and recommended practices for assisting youth adjustment in 611 schools in 19 states.—(G. S. Speer)

1543. **Humphreys, J. Anthony.** (Woodrow Wilson Jr. Coll., Chicago, Ill.), & **Traxler, Arthur E.** *Guidance services.* Chicago, Ill.: Science Research Associates, 1954. xi, 438 p. \$4.75.—This introductory text book is divided into four main sections: Part I, "Understandings Basic to Guidance Work." Part II, "Guidance Tools and Techniques." Part III, "Solving Student's Major Problems." Part IV, "Administration of the Guidance Program." Part V, "Keynoting the Future," predicts a greater demand for guidance services. Selected readings are presented for each topic.—(W. J. Meyer)

1544. **Jager, H. A.** (U. S. Office of Education, Washington 25, D. C.) *Education for guidance services and practices.* *J. voc. educ. Guidance*, 1954, **1**(3), 6-11.—Two basic general practices concerning school guidance services are discussed: respect for individual differences in school pupils and

study of environmental forces acting on the child. In the absence of professional personnel, it would be necessary to make teachers conscious of these needs. It therefore might be necessary to restrict guidance services, as in the case of a school which prepared all students for university curricula. Vocational guidance for all students is an example of a different type of service requiring different training emphases and different facts; this means in-service training for teachers and highly concentrated training for specialists (counselors).—(W. L. Barnette, Jr.)

1545. **Johnson, Curtis E.** *Problems of counseling in a small high school.* In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1545), 61-63.—In addition to the problems of personnel for high school counseling, there is the problem of limited curriculums. In some schools the enrollment is very small, and these schools cannot offer all the courses that are required by some colleges for admission to certain fields of training. For example, some high schools do not offer solid geometry, trigonometry, advanced algebra, or chemistry. When a boy or girl is brought up in a community where it is not possible for the local school to provide all courses that might be required, our colleges and universities must not discriminate against this young person.—(G. C. Carter)

1546. **Johnson, Walter F.** (Michigan State Coll., E. Lansing.) *Guidance services—model 1952.* *Purdue Univ. Stud. higher Educ.*, 1953, No. 80, 22-28.—The concept of guidance in the schools is defined in terms of individual inventories, counseling, information services to both students and staff, coordination of home and community influences, placement, and follow-up. The article discusses guidance developments in elementary and secondary school programs, colleges, social service agencies, industry and business, pastoral counseling, and in gerontology. Needs for guidance services are considered in terms of such factors as mobility of the population, high employment but relatively low job satisfaction, and high drop-out rate in schools.—(A. E. Kuenzli)

1547. **Kolle, Earl A.** (East Texas State Teachers Coll., Commerce.) *Faculty counseling in colleges and universities.* *Teach. Coll. Rec.*, 1954, 55, 384-389.—College administrators should provide time for counseling, and recognize such service as a legitimate educational function. Counselors should have knowledge and skill, be able to help students make intelligent educational and occupational choices and plans, and resolve common personal-social conflicts. They should possess suitable personality and be interested in individual students in a counseling relationship.—(G. E. Bird)

1548. **Layton, Wilbur L. (Ed.)** *Selection and counseling of students in engineering.* Minneapolis: University of Minnesota Press, 1954. 89 p. \$1.75. (Minnesota Studies in Student Personnel Work, No. 4.) —Papers from a conference on counseling of engineering and science students held at the University

of Minnesota in November 1952. See entry nos. 1452, 1480, 1541, 1545, 1550, 1551, 1553, 1569, 1584, 1643.

1549. **McGlasson, Maurice Argyle.** *An analysis of the guidance organization and services in the commissioned junior high schools of Indiana.* *Dissertation Abstr.*, 1954, 14, 49.—Abstract of Ed.D. thesis, 1953, Indiana U.

1550. **Palmerton, L. R.** *A counseling philosophy custom-built for engineers.* In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 51-58.—Overlook grades, years of schooling, and patterns of subject matter in an applicant for engineering school, if you find evidence of strong aptitude and great motivation. Find time somehow for the brilliant student, whose contribution is so desperately needed in engineering or science. Discipline can and should at times be administered by a counselor of engineering students. Dropping school may be the best plan. There is danger in showing much sentimental sympathy for the problem boy with an unfortunate background. One-conference counseling service may not indicate poor counseling.—(G. C. Carter)

1551. **Pinney, Catherine L.** *Problems of high school and pre-college counseling.* In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 64-67.—The counselor should never lose sight of the fact that the school is training a person, an individual, not just fashioning a tool that might more skillfully execute the desire of industry. The real problem of our highly mechanized and organized work is this: How can we advance nationally and internationally in our social adjustment to overtake the advancement made in our mechanical and scientific fields so that our civilization will not fall like that of the ancient Greeks and Romans?—(G. C. Carter)

1552. **Shaffer, E. Evan, Jr.** *The autobiography in secondary school counseling.* *Personnel Guid. J.*, 1954, 32, 395-398.—Autobiographies were obtained from more than 1,000 high school students. From an analysis of these, it is concluded that the autobiography is a usable document; a high percentage of high school students produce documents when asked; they accept assurances of confidence, and report accurately; rapport is not essential for group administration, the documents can be assessed accurately.—(G. S. Speer)

1553. **Sorenson, R. H.** *Counseling potential engineers and scientists at St. Cloud Technical High School.* In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 68-71.—The counseling in high school is not entirely educational and vocational, for many students bring personal problems to their counselors for conferences. Potential college students who had not previously planned on college are encouraged to take advanced training if such a course seems desirable. In addition, a number of special tests are given the senior high school students upon request or if they

## EDUCATIONAL MEASUREMENT

seem desirable: special aptitude tests such as the Meier Art Judgment Test, the Hunt Nursing Aptitude Test, and the Engineering and Physical Science Aptitude Test, and personality tests such as the Bell or the Mooney Problem Checklist.—(G. C. Carter)

1554. **Stripling, Robert O.** (U. Florida, Gainesville.) **Role playing in guidance training programs.** *Teach. Coll. Rec.*, 1954, 55, 425-429.—Role playing is a teaching device in guidance training programs. It is the acting out of real or imaginary situations involving relationship between two or more persons, as a technique to improve human relations, which gives the instructor an opportunity to observe and analyse the student's behavior. For best results, a permissive atmosphere is requisite where individual class members and the teacher trust one another. Then role playing gives reality to human relationship problems beyond what can be attained in class discussions and employs the important principle of learning through participation.—(G. E. Bird)

1555. **Warters, Jane.** (U. Southern California, Los Angeles.) **Techniques of counseling.** New York: McGraw-Hill, 1954. viii, 384 p. \$4.75.—Focusing upon high school and college student personnel work, this text deals with all of the commonly used techniques, such as tests, inventories, observation reports, self-reports, cumulative personnel records, case studies, and case conferences. Between an introductory orientation chapter and a concluding chapter on related environmental and group work are sixteen chapters dealing with these methods of counseling and their direct application in practical situations.—(L. N. Solomon)

1556. **Washington, Bennetta B.** (Browne Junior High School, Washington, D. C.) **Did counseling enter here?** *Personnel Guid. J.*, 1954, 32, 489-491.—A girl accused of stealing a pocketbook is found to have many personal, social, and educational problems. Although no one discovers who stole the pocketbook, counseling helps the girl to achieve much better adjustment.—(G. S. Spear)

1557. **Weiss, M. Jerry.** **Guidance through drama.** New York: Whiteside, Inc., & William Morrow, 1954. 333 p. \$3.95.—This book contains 6 plays written for the purpose of stimulating discussions on common family-school-child problems among parents, professional educators, social workers, and student groups.—(J. E. Casey)

1558. **Young, F. Chandler.** (U. Wisconsin, Madison.) **College freshmen judge their own scholastic promise.** *Personnel Guid. J.*, 1954, 32, 399-403.—Judgments of scholastic promise on the part of a random sample of 100 college freshmen were shown to be reasonably accurate. It is concluded that counselors, with extensive information about an individual, should recognize that their predictions may be no more accurate than the students' own prediction.—(G. S. Spear)

(See also abstracts 1024, 1046, 1051)

1559. **Blique, J.** **Pronostic de réussite dans les études du second degré.** (Prognosis of success in studies for the second degree.) *BINOP*, 1953, 9, 173-175.

1560. **Carbonell de Argento, Ercilia.** **Resultado de la aplicación del Test A B C de Lourenço Filho a escolares uruguayos.** (Results of administering Filho's ABC Test to Uruguayan pupils.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 148-169.

1561. **Carbonell de Grompone, M. A.** **Comparación de los resultados de pruebas de inteligencia en alumnos de 1.º y 4.º año de Enseñanza Secundaria.** (Comparison of intelligence test results of first and fourth year secondary school students.) *Arch. lab. Psicopedagog.*, Montevideo, 1949, 5, 15-45.

1562. **Coleman, William.** (U. Tennessee, Knoxville.) **An economical test battery for predicting freshman engineering course grades.** *J. appl. Psychol.*, 1953, 37, 465-467.—A trial battery of six tests was administered to entering freshman engineering students. The tests which produced the best multiple correlation coefficients with grades in individual courses in the engineering curriculum were the Cooperative Algebra, Cooperative English, and Bennett Mechanical Comprehension Tests. The A. C. E. Psychological Examination and the Minnesota Paper Form Board did not contribute significantly to the prediction of course grades.—(P. Ash)

1563. **Dorby, Orlo L.** (State U. Teachers Coll., Brockport, N. Y.) **Toward a rational view of promotion.** *Understanding the Child*, 1954, 23, 43-45.—"In general children should be 'promoted' unless there is some drastic reason why they should not... Studies of retardation and promotion have shown that seldom does a child benefit, in his total development, from being failed or held back a year." Suggestions are offered for parents of children who are not getting along well in school.—(W. Coleman)

1564. **Drake, L. E., & Thomas, W. F.** (U. Wisconsin, Madison.) **Forecasting academic achievement.** *J. Engng Educ.*, 1954, 44, 275-276.—The Pre-Engineering Test in conjunction with either the American Council Psychological Examination or centile rank in high school graduating class successfully separated the high achieving students from the poor achieving students in the first year of college. It is recommended that such data be used in counseling students, but not used (at least alone) for the elimination of students.—(G. S. Spear)

1565. **Gough, Harrison G.** (U. California, Berkeley.) **The construction of a personality scale to predict scholastic achievement.** *J. appl. Psychol.*, 1953, 37, 361-366.—The development of a 36-item personality scale (Hr subtest in the California Psychological Inventory) to predict under-graduate grades is described. With 11 college cross-validation samples, a mean  $r$  with course grades of .38 was obtained; 6 high school samples yielded a mean  $r$  of .36. That the Hr scale is a predictor of achievement



and not merely a measure of intellect is concluded on the basis of a mean correlation of .38 with achievement and .26 with measures of intellect in 8 samples.—(P. Ash)

1566. Hall, E. C. (Central State Coll., Edmond, Okla.) **The proper use of test results.** *Elem. Sch. J.*, 1954, 54, 450-455.—The article shows the use made of the results of a general ability test and a general achievement test administered to 186 elementary school pupils of the campus school. In the examination of the results of the tests, 11 questions and other related and pertinent queries were raised and the results applied to every pupil. The outcome of the study is reported in detail.—(S. M. Amara)

1567. Harris, Fred E. (U. Kentucky, Lexington.) **What about current practices in grading, promoting, and reporting to parents?** *Understanding the Child*, 1954, 23, 34-42.—Grading practices that involve numerical or letter grades are outmoded. Some characteristics suggested as criteria for good grading practices include: cooperative determination; that evaluation need not be reduced to symbols; involvement of a wide variety of procedures; no emphasis on formulas or distributions.—(W. Coleman)

1568. Kamot, V. V. **The improvement of examinations.** *J. Educ. Psychol., Baroda*, 1954, 11, 203-212.—Four experiments were conducted at different universities and at different levels to obtain data for the improvement of examinations. Some of the conclusions follow: (1) The short-answer type of examination is advantageous for several reasons, and (2) precautions are necessary in drawing up questions. The author further recommends that all questions be compulsory.—(C. Schmehl)

1569. Layton, Wilbur L. **Predicting engineering grades.** In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 26-31.—High school average, mathematics tests, and aptitude tests (in that order) were the best predictors of grades in engineering. The Engineering Aptitude Test described is a new approach in this area. The test predicted grades quite well but will need further research to improve its worth.—(G. C. Carter)

1570. Layton, Wilbur L. (U. Minnesota, Minneapolis.) **The relation of ninth grade test scores to twelfth grade test scores and high school rank.** *J. appl. Psychol.*, 1954, 38, 10-11.—From a population of high school students who had been tested in state-wide programs at the ninth and twelfth grade levels, a sample of 2185 was used to compute correlations between performance at these scholastic levels. At the ninth grade the tests were the ACE (Highschool Edition) and the Cooperative English Test (Form Y); at the twelfth grade level the tests were the ACE (College Edition) and the Cooperative English Test (Form S). HS percentile ranks were also computed for the Sa. The correlation between different forms of the same test was .8, for each test. The correlations between ACE forms and the Coop forms were .7 or

higher. HSR correlated .63 with ninth grade ACE score, .71 with ninth grade English.—(P. Ash)

1571. Long, Louis, & Perry, James D. (City College of New York.) **Academic achievement in engineering related to selection procedures and interests.** *J. appl. Psychol.*, 1953, 37, 468-471.—For a sample of 433 engineering school graduates, the effectiveness of four measures (high school average, General Mathematical Test, Scientific Verbal Ability Test, and Comprehension of Scientific Materials Test) in predicting a weighted four-year grade-point average was studied. The correlations between the criterion and the measures varied from .30 to .50. The correlation between the criterion and a composite test score was .53. Correlations found between the criterion and the Strong and Kuder interest questionnaires were not high enough to warrant inclusion of the interest measures in the selection battery.—(P. Ash)

1572. Maillford, M. **Validation de tests après deux ans dans l'enseignement secondaire.** (Validation of tests after 2 years in secondary teaching.) *BINOP*, 1953, 9, 171-172.

1573. Mallory, James Baugh. **A study to determine the validity of football achievement tests as a partial basis for the selection of players.** *Univ. N. C. Rec.*, 1953, No. 520, 92-93.—Abstract of M.A. thesis.

1574. Meyer, William G. **A psychometric investigation into problems of college freshmen.** *Dissertation Abstr.*, 1954, 14, 396-397.—Abstract of Ph.D. thesis, 1953, New York U.

1575. Moody, Caesar Boyd, Jr. **The SRA Primary Mental Abilities Test in relation to school marks and other tests.** *Univ. N. C. Rec.*, 1953, No. 520, 79-80.—Abstract of Ph.D. thesis.

1576. Munger, Paul Francis. **Factors related to persistence in college of students who were admitted to the University of Toledo from the lower third of their respective high school classes.** *Dissertation Abstr.*, 1954, 14, 633-634.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1577. O'Tuel, Frances Settle. **An analysis of information obtained from interviews with one hundred and nine freshmen and sophomore students who failed and seventy-two who passed their academic courses at the University of North Carolina during the fall quarter of 1951.** *Univ. N. C. Rec.*, 1953, No. 520, 186-187.—Abstract of M.A. thesis.

1578. Pfouts, Jane Moyer. **An evaluation of the University of North Carolina Testing Service in 1950.** *Univ. N. C. Rec.*, 1953, No. 520, 88.—Abstract of Ph.D. thesis.

1579. Rodino de Pérez Díaz, Ruth. **Resultado de la aplicación del Test Ballard a escolares uruguayos.** (Results of administering the Ballard Test to Uruguayan pupils.) *Arch. Psicopedagog.*, Montevideo, 1949, 5, 126-147.

1580. Ross, C. C., & Stanley, Julian C. **Measurement in today's schools.** (3d ed.) New York: Prentice-Hall, 1954. xv, 485 p. \$5.00.—Stanley's

revision of Ross's *Measurement in Today's Schools* (see 22: 1388) has about the same chapter organization as the previous editions with the exception of new chapters on Evaluation of Schools and Some Present Trends. Appendices have been added providing: Fifty Questions to Help you Learn Statistics; A Simplified Item-Analysis Procedure; Scoring Rearrangement (Ranking) Test Items; The Computation of Square Roots; and Publishers of Standardized Tests. Many new references have been added, and a number of sections have been rewritten.—(W. Coleman)

1581. Saito, Kunito. (Niigata U., Japan.) *Dantai chinō kensa ni yoru [jō] hanbetsu no kanōsei ni tsuite.* (On the discrimination of abnormal pupils through group intelligence test.) *Kyōiku kagaku*, 1954, 3(2), 1-8.—Under the assumption that the subtests of a group intelligence test consist of different mental tasks, the author hypothesizes that abnormality in mental functioning, as distinguished from intelligence, can be predicted from the variability in subtest scores of an intelligence test. A variability quotient obtained by a formula failed to discriminate the abnormal from the normal. However, when the variability quotient was divided by an intelligence deviation score of the individual, discrimination was possible. English summary p. 71.—(A. M. Niyekawa)

1582. Sanders, C. University selection: some psychological and educational factors. *Aust. J. Psychol.*, 1953, 5, 118-128.—The trend in selection procedures in Great Britain is still toward the use of interviews, examinations, and school records. However, in Australia the trend seems to be toward experimentation with objective scholastic achievement tests. Verbal ability seems to be an important factor in academic success. Little is gained in a predictive sense by taking account of intelligence test scores as well as university entrance results. This is true in view of the fact that non-cognitive factors in academic success do not seem to be well measured by tests. There seems to be two scholastic ability groupings upon entrance to the university: (1) the language-historical grouping and (2) the mathematical-physical science grouping. 77 references.—(P. E. Lichtenstein)

1583. Satz, Martin Allen. *The relationship between eleven independent variables and academic performance in nine social science areas at the University of Washington.* *Dissertation Abstr.*, 1954, 14, 635-636.—Abstract of Ph.D. thesis, 1953, U. Washington.

1584. Schmitz, Roy M., & Holmes, John L. Relationship of certain measured abilities to freshman engineering achievement. In Layton, W. L., Selection and counseling of students in engineering, (see 29: 1548), 32-42.—In the fall of 1950 a group of tests were administered to the entering freshman engineers at Iowa State College and considerable information was assembled. The first-year cumulative average (scholastic achievement) was measured in terms of the mark received in each course the first time the

student completed the subject. Zero-order coefficients of correlation were found for each of the previously mentioned variables with cumulative average as the criterion. 19 references.—(G. C. Carter)

1585. Slotkin, Herman. A technique for self-measurement. *Personnel Guid. J.*, 1954, 32, 415-416.—When a group of high school dropouts "standardized" a simple motor test, their interest in, and understanding of, other tests and test results was greatly increased.—(G. S. Speer)

1586. Snodgrass, Florence T. The relation between profile unreliability and acceleration in school. *Bull. Marit. psychol. Ass.*, 1954, (Spring), 14-16.—The seven part scores of the Terman-McNemar Test of Mental Ability, Form C, were used to make up test profiles. Unevenness, that is variability about the subject's own mean, was computed from these part scores. Also computed was a "discrepancy score," a measure of unreliability based upon successive administrations of the same test. The subjects were limited to mental age groups between 12 and 14 years, and the unevenness and unreliability measures were related to whether the children were retarded, at-grade, or accelerated in school. Although unevenness increased somewhat with acceleration in school, differences between groups were not significant. Unreliability did not seem to be related to retardation and acceleration in school.—(W. F. Grether)

1587. Tennessee, Department of Education. *Appraising pupil progress in Tennessee schools. (Annual report, 1952-53).* Nashville, Tenn.: Author, 1954. 15 p.—The year's state testing and guidance program is summarized ("nearly 54% of the pupils in Tennessee took at least one test"), suggestions are given to help teachers appraise pupil progress, and Stanford Achievement Test, Form J, data are given for the year.—(T. E. Newland)

(See also abstracts 70, 79, 284)

#### EDUCATION STAFF PERSONNEL

1588. Anikeef, Alexis M. (Mississippi State Coll., State College.) Factors affecting student evaluation of college faculty members. *J. appl. Psychol.*, 1953, 37, 458-460.—Merit-rating rank scores assigned to 19 faculty members by their students (ranking distributions based on approximately 1500 cases) were correlated with grading leniency and absence extensiveness rankings for the instructors. Grading leniency correlated .73 ( $N = 13$ ) with the merit rating on the freshman-sophomore level, and .43 ( $N = 17$ ) on the junior-senior level. Absence extensiveness correlated negatively on both academic levels. It is hypothesized that the decrease in correlation with grading leniency could be accounted for by the selection process operating during the freshman-sophomore years.—(P. Ash)

1589. Bills, Robert E. (U. Kentucky, Lexington.) Attributes of successful educational leaders. *Bull. Bur. Sch. Serv. Univ. Ky.*, 1953, 26(2), 16-38.—

While ability and knowledge of the job to be done may be of importance in many instances, the data thus far collected in a study designed to investigate the competencies and attributes necessary for successful educational administrative leaders suggest that the personality of the administrator is far more important in his success than the things he does. The successful educational leader is democratic both towards himself and other people, and a measure of this democratic attitude is an adequate criterion for judging success in the field. Administrators who have satisfying relations with themselves and with others are the successful leaders.—(E. L. Gaier)

1590. Burroughs, G. E. R. (U. Birmingham, Eng.) *Selection of students for training as teachers.* *Bull. Brit. psychol. Soc.*, 1954, 22, 38-40.—Abstract.

1591. Duncombe, Avis. *A review of research on military instructor problems.* *Res. Developm. Bd. Com. Hum. Res., Rep.*, 1952, No. 202/3, 23 p.—Research on military instructor problems is reviewed in relation to instructor effectiveness as well as morale and job satisfaction. Mention is also made of current research in this area.—(W. F. Grether)

1592. Evans, K. M. *The selection of teachers.* *Bull. Brit. psychol. Soc.*, 1954, 22, 40-41.—Abstract.

1593. Ginond, Karl David. *Teacher and pupil evaluations: the evaluations of certain aspects of effective teaching made by teachers compared with those made by pupils.* *Dissertation Abstr.*, 1954, 14, 623-624.—Abstract of Ed.D. thesis, 1953, New York U.

1594. Kelley, Claude. *Qualifications determining selection and promotion of college teachers of education.* *Dissertation Abstr.*, 1954, 14, 57-58.—Abstract of Ed.D. thesis, 1953, Indiana U.

1595. Lewis, Alton Leroy. *The interests of college teachers in relation to their non-teaching functions.* *Dissertation Abstr.*, 1954, 14, 68.—Abstract of Ph.D. thesis, 1953, Columbia U.

1596. Mitzel, Harold E., & Robinowitz, William. (Municipal Colleges of New York City.) *Assessing social-emotional climate in the classroom by Withall's technique.* *Psychol. Monogr.* 1953, 67 (18), (No. 368), 19 p.—A study in which 4 teachers were observed 4 different times and their statements (in the classroom situation) were independently categorized as (1) learner-supportive statements; (2) acceptant or clarifying statements; (3) problem-structuring statements; (4) neutral statements; (5) directive statements; (6) reproving, disapproving or disparaging statements; and (7) teacher-supportive statements. With these categories as a basis a Climate Index (social climate), based upon the proportion of learner-centered statements to all of the recorded statements, was established. It was concluded that, "teachers showed marked fluctuation in their verbal behavior; 'real' differences among teachers were apparent in spite of these fluctuations."—(M. A. Seidenfeld)

1597. Nagle, L. Marshall, Jr. (Southeastern State Coll., Durant, Okla.) *Evaluation of student growth*

during internship. *Educ. Adm. Superv.*, 1954, 40, 65-74.—The study attempted to evaluate the internship experiences of students of education in two areas:

(1) Emotional maturity and mental health, and (2) professional attitudes. For this purpose an instrument called Professional Attitudes Measure was developed and administered. In addition to this, data were secured from an evaluation sheet, student logs, brief personal information questionnaires, and a rating sheet. A lengthy and detailed discussion of conclusions under 11 points is given, followed by a number of recommendations both in the areas of operation of the program and of the objectives of the program.—(S. M. Amatora)

1598. Nothorn, Elbert Florian. *A statistical analysis of differences between students preparing to teach and students preparing to enter other vocational fields.* *Dissertation Abstr.*, 1954, 14, 71.—Abstract of Ed.D. thesis, 1954, U. Arkansas.

1599. Schultz, Raymond E. (Florida State U., Tallahassee.) *Comparing the first-year teaching success of best and poorest student-teachers.* *Educ. Adm. Superv.*, 1954, 40, 75-86.—Data for the study were secured from (1) the principal, (2) self-evaluation of teacher, and (3) one class of pupils taught. The choice of best and poorest student-teachers was determined at a conference of judges. The sample consisted of 98 teachers equally divided between those selected as the best and the poorest prospective teachers. A study of this group was made at the end of their first year of teaching.—(S. M. Amatora)

1600. Trivedi, R. S. *How we may develop professional consciousness and professional prestige.* *J. Educ. Psychol., Baroda*, 1954, 11, 230-234.—If the prestige of the teaching profession is to be improved, the author thinks that certain suggestions should be followed. These are (1) to improve the economic status of teachers, (2) to provide for his further training, and (3) to broaden the activities of teacher organizations with a view toward improving the social status of the profession.—(C. Schmehl)

1601. Werburton, F. W. *Group methods of selection for entrants to training colleges for teachers.* *Bull. Brit. psychol. Soc.*, 1954, 22, 41-42.—Abstract.

1602. Washburne, Chandler. *Involvement as a basis for stress analysis: a study of high school teachers.* *Dissertation Abstr.*, 1954, 14, 412-413.—Abstract of Ph.D. thesis, 1953, Michigan State Coll.

1603. Zwetschke, Earl Theodore. *The function of the MMPI in determining fitness for student teaching at the nursery school, kindergarten, and primary school level.* *Dissertation Abstr.*, 1954, 14, 500-501.—Abstract of Ph.D. thesis, 1953, U. Minnesota.

(See also abstract 1690)

## PERSONNEL PSYCHOLOGY

1604. Bakke, E. Wight, et al. (Yale U., New Haven, Conn.) *Labor mobility and economic opportunity.* Cambridge, Mass.: The Technology Press of M. I. T.



& New York: John Wiley, 1954. vii, 118 p. \$3.50.—A series of essays on labor mobility including: E. Wight Bakke, Introduction; Philip M. Hauser, Mobility in labor force participation; Gladys L. Palmer, Interpreting patterns of labor mobility; Charles A. Myers, Labor mobility in two communities; Dale Yoder, Manpower mobility: two studies; Clark Kerr, The balkanization of labor markets; and Gladys L. Palmer, Epilogue: social values in labor mobility.—(P. Ash)

1605. **Baumgarten, Franziska.** (U. Bern, Switzerland.) *Die Psychologie der Menschenbehandlung im Betriebe.* (3rd. rev. ed.) (The psychology of human relations in industry.) Zurich: Rascher, 1954. 408 p. S.Fr. 21.60.—A revised edition (see 21: 1602), the present volume incorporates pertinent post-war literature, much of it American. The psychology of human relations in industry is not believed to be very different from human relations in general. Job satisfaction, sources of tension, and motivation are discussed, stressing the mutual dependence and interrelationships of employer and employee. It is urged that training in social and industrial problems be included in school curricula. 3 rating scales are appended. 400 references.—(H. P. David)

1606. **Bellows, Roger M.** (Roger Bellows & Assoc., Detroit, Mich.) *Action research in the human factor.* *Advanced Mgmt.* 1953, 18 (6), 20-23.

1607. **Bellows, Roger M.** *Psychology of personnel in business and industry.* (2nd ed.) New York: Prentice Hall, 1954. xii, 467 p. \$7.35.—In this revision (see 23: 5786) more emphasis has been placed on the estimated usefulness of facts, method, and results to managing executives and those interested in personnel methods. Less space has been devoted to the historical and theoretical considerations. Two new chapters have been included: employee dynamics and leadership, and social organization. New research results have been included in other chapters. 300 new bibliographic sources are listed.—(S. B. Groy)

1608. **Burkett, John W.** *Predicting the efficiency of problem soldiers.* *U. S. Armed Forces med. J.*, 1953, 4, 67-69.—Soldiers previously considered for administrative discharge by a military board because of inaptitude, unsuitability or unfitness, but who were retained on duty, were rated by their unit commanders. The men were divided into two groups on the basis of the division psychiatrist's recommendation for discharge or for duty at the time of the board hearing. "The average efficiency of those recommended for continuance on duty compared favorably with that of the average soldier. Those who were recommended for discharge were ... inefficient in their duties. It is ... concluded that a prediction of the future performance of problem soldiers by a division psychiatrist in noncombat situation is sufficiently accurate to be of value ...."—(G. H. Crampton)

1609. **Burns, Tom.** (U. Edinburgh, Scotland.) *The directions of activity and communication in a departmental executive group: a quantitative study in a British engineering factory with a self-recording technique.* *Hum. Relat.* 1954, 7, 73-97.—Four

executives were assigned the task of daily recording their own activities over a five week period. A schedule of ten general categories, which were further subdivided, covered the various episodes in which the executives engaged. Time spent on production problems was over-estimated while time spent on personnel was under-estimated. The distributions for individuals occupying the same position varied widely in a number of systematic ways. These are treated in terms of various causal problems.—(R. A. Littman)

1610. **Day, Roscoe A.** (U. Oregon, Eugene.) *Delegation of responsibility: some notes on behavioral aspects.* *Publ. Personnel Rev.*, 1954, 15, 85-89.—Failures to delegate responsibility are usually blamed on mechanical or organizational inadequacies. Clinical analysis of human motivation is necessary for an understanding of why people do not delegate responsibility.—(A. J. Spector)

1611. **Duncombe, Avis B.** *A review of research on psychiatric screening for the Armed Forces.* *Res. Develpm. Bd. Com. Hum. Res., Rep.*, 1952, No. 202/1, 21 p.—It is claimed that more men were lost from the Armed Forces during World War II for neuropsychiatric reasons than for any other cause, including losses in combat. Studies of psychiatric screening during World War II show that such screening has some validity and could reduce subsequent attrition. On the other hand a large majority of those considered doubtful on psychiatric screening served successfully and without adjustment difficulty. Their elimination would have greatly reduced the manpower pool for military service. Work now in progress is briefly outlined. 79-item bibliography.—(W. F. Grether)

1612. **Engel, R.** *Das Lehrlingswesen in den U. S. A.* (Apprenticeships in the U. S. A.) *Mensch u. Arbeit*, 1954, 6 (1), 12-16.—Much progress has been made in the United States in providing training programs for apprentices. Preparation for approximately 300 different trades is at present offered. In contrast to years past, the apprentice now enjoys many privileges along with full protection of his status by governmental agencies and trade unions.—(E. Schwerin)

1613. **Gouldner, Alvin W.** *Wildcat strike.* Yellow Springs, Ohio: The Antioch Press, 1954. 179 p. \$3.00.—A detailed study of a spontaneous walkout at the Oscar Center mine and factory of the General Gypsum Co. The social background of the community, organizational setup of the plant, as well as the lines of authority, communication between management, foremen, and workers, and clique groupings are examined to see the motivating factors behind this strike.—(S. B. Groy)

1614. **Neomshew, L. S.** (U. Liverpool, Eng.) *Future developments in occupational psychology.* *Occup. Psychol.* *Lond.*, 1954, 28, 1-8.—Three major areas in the development of occupational psychology are selected for discussion: problems in the more effective utilization of man-power, the problem of incentives in relation to work situations; and the problem of industrial pathology, individual and group behaviour which cannot be understood in rational terms. Some practical

problems of training industrial psychologists, industrial managers and trade union officials, and closer contact between the psychologist and industry are briefly discussed.—(G. S. Speer)

1615. Herzberg, Frederick. (Psychological Service of Pittsburgh, Pa.), & Russell, Diana. **The effects of experience and change of job interest on the Kuder Preference Record.** *J. appl. Psychol.*, 1953, **37**, 478-481.—A comparison was made of the similarity of interests on the Kuder Preference Record between (1) entry and experienced workers, and (2) experienced workers and experienced workers with new occupational goals. Profiles for engineering, sales, laboratory, managerial, and laboring employees were compared. It was found that the interests of entry workers were basically similar to those of experienced workers, but that experienced workers with new occupational goals tended to express interests different from those of satisfied experienced workers, and in the direction of the new field of interest. Since all Ss were employment applicants, the possibility of conscious slanting of test responses in the direction desired is mentioned.—(P. Ash)

1616. Huth, Albert. (U. München, Germany.) **Begabungsrückgang bestätigt.** (Retgression of talents confirmed.) *Zbl. Arb. wiss.*, 1952, **6**, 76-77.—Author compares the examinations of talents of the years 1949/50 and 1951 with those of the years 1928/40. The retrogression of talents is obvious. It shows above all in slowing down of speed of work, decline of perceptive faculty, decline of logical thinking, and lingual endowment. With regard to the latter, a clear shifting of the direction of talents can be observed from the lingual-theoretical to the organizing-practical side.—(P. L. Krieger)

1617. Karasch, K. (M.-Planck-Inst. f. Arb. Psychologie, Dortmund, Germany.) **Die zulässige Dauerbeanspruchung des Körpers.** (The constant strain permissible on a body.) *Zbl. Arb. wiss.*, 1952, **6**, 145-149.—With his registration of the frequency of the pulse the author presents a method, which in connection with the measuring of the consumption of energies allows an integral judging of the bodily strain of a labourer.—(P. L. Krieger)

1618. Kolb, Harry D. **Creating the organizational "atmosphere" for improved communication.** *Personnel*, 1954, **30**, 482-487.—Much more important than devices for communication is the spirit with which management fosters the willingness to communicate. The examples of permissivity, receptivity and willingness to share information which management displays will in time become the actions of middle management as well. Thus, unless higher management effectively practices its belief in good communications, training in the techniques of communication at lower management levels will be of limited avail.—(D. G. Livingston)

1619. Krieger, Philip H., & Gadel, Marguerite S. (Prudential Insurance Co., Newark, N. J.) **Prediction of turnover among clerical workers.** *J. appl. Psychol.*, 1953, **37**, 338-340.—A battery comprising general ability and speed tests, an interest questionnaire, and

biographical data, and a job preference blank, was validated against a turnover criterion for a sample of 358 clerical employees. The job preference scores were not used to calculate the multiple correlation. The multiple point-biserial correlation with a 3-months turnover criterion was .40; with the sample dichotomized at the point "left in 12 months or less" or "remained more than 12 months," the multiple point-biserial was .33. The best predictor was the biographical data. The second best predictor was the general ability test, which had a negative weight in both cases.—(P. Ash)

1620. Laughlin, Henry P. (George Washington U., Washington, D. C.) **A group approach to management improvement.** *Int. J. Group Psychother.*, 1954, **4**, 165-171.—Description of an analytically oriented group approach in management improvement and executive development. Qualifications of the leader and criteria for the selection of participants are given.—(N. M. Locke)

1621. Mitchell, James M. **Building a productive civilian work force in the Department of Defense.** *Publ. Personnel Rev.*, 1954, **15**, 7-16.—Describes the personnel program of the Dep't. of Defense in terms of: its composition and organization; selection and training of supervisors and non-supervisors; incentives, wages, safety and suggestion programs, etc.—(A. J. Spector)

1622. Mueser, Roland E. (Pennsylvania State Coll., State Coll.) **The weather and other factors influencing employee punctuality.** *J. appl. Psychol.*, 1953, **37**, 329-337.—Data covering 8000 arrival-at-work times over a three-month period of 101 male and 32 female employees of an engineering research laboratory indicated that "...employees arrive at work in a pattern apparently inversely dependent upon the brightness of the morning light." An exception to this trend was a group of 8 males who almost always came to work far ahead of time.—(P. Ash)

1623. National Manpower Council. **Proceedings of a conference on the Utilization of Scientific and Professional Manpower.**... New York: Columbia University Press, 1954. xii, 197 p. \$3.50.—Consideration of utilization problems of engineering, medical, and teaching personnel was the theme of this conference held in October 1953. Four papers on general problems of manpower utilization introduce the volume, with the major portion being devoted to direct statement, working group discussions, and conference discussion summaries on each of the three professional fields.—(C. M. Louttit)

1624. Richmond, Anthony H. (U. Edinburgh, Scotland.) **Conflict and authority in industry.** *Occup. Psychol., Lond.*, 1954, **28**, 24-33.—This paper critically examines two assumptions that appear to be implicit in a great many research studies and reports concerned with conflict in industry: (1) the absence of industrial conflict is a desirable end in itself, and that harmonious relationships should be promoted for their own sake; and, (2) social integration will itself be an important factor promoting greater productivity.

It is concluded that conflict is an inevitable consequence of social change, and that not all forms of conflict in industry can or should be eliminated.—(G. S. Speer)

1625. **Rogoff, Natalia.** *Recent trends in occupational mobility.* Glencoe, Ill.: The Free Press, 1953. 131 p. \$4.00.—"Much of the recent intergenerational shifting in occupational position can be attributed to the expanding requirements for workers in mass industrial and clerical jobs, and the decline in importance of agricultural and craft work. Such changes in over-all opportunities are separable from changes in the distribution of opportunities among men coming from different social origins. It is the latter phenomenon which is measured in this study, by holding constant the former." Mobility is reported not only for the occupational hierarchy as a whole, but for each occupational stratum within it.—(E. L. Gaier)

1626. **Scott, Walter Dill** (Northwestern U., Evanston, Ill.), **Clothier, Robert C.**, & **Spielgel, William R.** *Personnel management, principles, practices and point of view.* New York: McGraw-Hill Book Co., 1954. x, 690 p. \$6.50.—The evolution of phases of personnel management since the first edition was written are shown in appendix A. The revision was written with these in mind. In addition, the mutuality of interest between the employer, employee, consumer and public has been considered since this is necessary for sound personnel management. (See 23: 5061.)—(S. B. Groy)

1627. **Tiedeman, David V.**, **Bryon, Joseph G.**, & **Rulon, Phillip J.** *Application of the multiple discriminant function to data from Airman Classification Battery.* USAF Hum. Resour. Res. Cent., Res. Bull., 1952, No. 52-37, vi, 43 p.—"The research described in this report covers the development of a new approach, directing attention primarily toward establishment of differences in abilities required for various jobs rather than predictions of success in specific jobs." Multiple discriminant analysis techniques were applied to data for 6105 airmen in 8 Air Force occupational specialties. The analysis showed that essentially all the information concerning separation of the eight-specialty centroids in the 17-dimensional-Airman-Classification-Battery space is described by two linear combinations of the 17 variates. The two functions are identified as mechanical ability and intellectual ability.—(A. Chapanis)

1628. **Torpey, William G.** *Public personnel management.* New York: D. Van Nostrand, 1953. xii, 431 p. \$5.00.—Various aspects of public personnel administration at the federal, state, and local levels are discussed, largely in terms of present operating principles and procedures. There are 12 chapters covering such topics as employment, training, classification, and employee benefits. A reference list and a group of questions and problems are included for each chapter. The appendix (38 pages) includes samples of various personnel forms used by a variety of public agencies.—(C. G. Browne)

1629. **Vallance, Theodore R.**, **Glickman, Albert S.**, & **Suci, George J.** (American Institute of Research, Pittsburgh, Pa.) *Criterion rationale for a personnel research program.* J. appl. Psychol., 1953, 37, 429-431.—The problem of the criterion is examined from the point of view of the relationship between the "ultimate organizational aims" and measured intermediate criterion performances. In an organization such as the Navy, where men rise progressively up the hierarchy, at what rank or after what tenure on the job should evaluation be made? Is success composed of the same factors at each level? At what point should effectiveness of training be evaluated? "To the extent that the correlation [between rank and competence] is less than 1.00, room exists for improvement of techniques for evaluating training and duty performance, and for assignment to jobs."—(Ash)

1630. **Wickham, O. P.** *A review of absence from work.* Bull. industr. Psychol. Aust., 1953, 9(3), 28-38.

1631. **Zweig, Ferdynand.** *The British worker.* Harmondsworth, Middlesex: Penguin Books, 1952. 243 p. 2s.6d.—This is a social and psychological study of the British working man, a record of the author's own experience (since he came to England from Poland in 1940), not an impersonal study. The topics treated include, among others, grades of labour, industrial and regional types, the young and old worker, the worker's family life, habits of mind and behavior, the attitude to work, monotony in industry, the neglected human side in industry, hobbies, clothing standards and habits, the standard measures of fairness, class consciousness, the qualities of the model worker, views on life and ways of expression, religion in the worker's life.—(M. Choynowski)

(See also abstract 1047)

#### SELECTION & PLACEMENT

1632. **Bellows, Roger M.** (Wayne U., Detroit, Mich.), & **Estop, M. Frances.** *Employment psychology: the interview.* New York: Rinehart & Co., 1954. xxi, 295 p. \$4.25.—This book is a simple, relatively non-technical presentation of the concepts, findings and methods of employee selection and placement interviewing, "designed... for professional interviewers and for students of applied psychology." The fifteen chapters cover the nature of the personnel interview, historical background, clinical and research approaches to interviewing, uses of job analysis information, construction of application blanks, the interviewing process, language, sources of error, interview guides, use of personal data for selection, trade tests, the hiring decision, interviewing to reduce turnover, special new techniques and other management uses. Lists of references.—(P. Ash)

1633. **Bodley, E. A.** *Selection tests for women packers.* Bull. industr. Psychol., Aust., 1953, 9, 24-32.

1634. **Brown, Clarence W.**, & **Ghiselli, Edwin E.** (U. California, Berkeley.) *Percent increase in proficiency resulting from use of selective devices.* J.



*appl. Psychol.*, 1953, **37**, 341-344.—The relationship of the mean standard score of selected applicants to the validity coefficient and selection ratio is discussed, and presented in graphic and tabular form. With a test validity as high as .50, a selection ratio of 10%, and a criterion score ratio (ratio of best to poorest worker) of 4 to 1, the expected improvement in criterion performance is only 23%. "Under optimal conditions, therefore, improvement in productivity as a result of a selection program can be considered to approximate 25%."—(P. Ash)

1635. Brown, Clarence W., & Ghiselli, Edwin E. (U. California, Berkeley.) **The prediction of proficiency of taxicab drivers.** *J. appl. Psychol.*, 1953, **37**, 437-439.—"Seven tests [arithmetic, reaction, dexterity, tapping, two distance, mechanical] and an interest inventory were administered to 54 taxicab drivers and validated against their sales. With one possible exception [arithmetic], no single test gave adequate prediction. A simple weighted combination of the tests yielded a validity of .39. When the weighted battery was applied to another group of 29 drivers it was found to have a validity of .29 in the prediction of ratings of job proficiency."—(D. F. Wyatt)

1636. Cardinet, Jean. **Pour une étude méthodologique des procédés de classement et d'orientation.** (For a methodological study of the process of classification and orientation.) *Rev. Psychol. appl.*, 1953, **3**, 379-394.—A discussion of the value of differential classification versus unidimensional selection procedures. Several other problems of classification and assignment are presented.—(G. Besnard)

1637. Danielson, Jack R. (US Army Hosp., Fort Ord, Calif.), & Clark, Jerry H. **A personality inventory of induction screening.** *J. clin. Psychol.*, 1954, **10**, 137-143.—Items were selected from standard personality tests—presumably primarily the MMPI—which would identify S's seen at induction centers who should be referred for psychiatric interview prior to induction. The final test consisted of short scales for delinquency, neuroticism, faking bad, femininity, and psychosis. Data for the first 4 scales are presented for 5 groups of S's all of whom were given the test when beginning basic training. In general, the 4 scales significantly differentiated exceptional recruits, emotionally disturbed recruits, and AWOL recruits from a large group of normal recruits. The Fake Bad Scale was the most effective part of the test. The scale identified about 50% of the neurotic subgroups; such data are not given on the AWOL group.—(L. B. Heathers)

1638. Dirks, H. **Über die Treffsicherheit von Beurteilungen.** (About the soundness of judgment.) *Zbl. Arb. wiss.*, 1952, **6**, 179-184.—The critical psychological examination of a labourer by an expert psychologist preliminary to employment has proved highly successful. All the same it is impossible for a firm to forego the opinion of the superior concerned. This opinion, however, should not be given earlier than 4-5 months subsequent to the commencement of employment.—(P. L. Krieger)

1639. Fossett, Roy E. (Civil Service Bd, Fulton City, Ga.) **Some basic assumptions in evaluating education.** *Publ. Personnel Rev.*, 1954, **15**, 27-32.

—Currently used criteria for evaluating education of job applicants are shallow and inadequate. Five commonsense assumptions are presented as principles to be considered in assigning ratings to an applicant's past training and experience.—(A. J. Spector)

1640. Guerin, James W. **Occupations and general intelligence.** *Publ. Personnel Rev.*, 1954, **15**, 77-84.

—The author has constructed a 15 minute test of intelligence which is especially suited for civil service examinations. The 100 items are of 2 types: (1) select one word from the group of 5 which is dissimilar to the others; (2) supply the missing word in each sentence. Age and educational attainment are unrelated to scores. Test scores are reported to be highly correlated with achievement test scores in many occupations. Therefore, it can be used in lieu of achievement test scores for selection purposes. Meager standardization data are provided.—(A. J. Spector)

1641. Handyside, John D., & Duncan, David C.

**Four years later: A follow-up of an experiment in selecting supervisors.** *Occup. Psychol. Lond.*, 1954, **28**, 9-23.—In the selection of supervisors for a heavy engineering factory, 110 candidates were screened (a) by the normal procedure customarily employed by the firm, and (b) by means of an experimental selection procedure involving psychological tests and evaluation. A follow up four and a half years later of men accepted by both methods indicates that the experimental procedure selected a higher proportion of men who proved to be superior, and provided a good prediction of the level of success to be achieved.—(G. S. Speer)

1642. Jenkins, James J. (U. Minnesota, Minneapolis.)

**Some measured characteristics of Air Force weather forecasters and success in forecasting.** *J. appl. Psychol.*, 1953, **37**, 440-444.—A sample of 92 weather forecasters completed the Minnesota Clerical Test, Minnesota Paper Form Board, Ohio State Psychological Exam, and the Strong Vocational Interest Blank. The forecasters were a highly select group, scoring in the 80th-90th percentile on the first three tests. In interests, they resembled a technical, skilled-trades interest group. A double cross-validation study indicated only one consistent predictor of forecasting accuracy, the Names section of the Minnesota Clerical Test, which correlated .31 with the criterion.—(P. Ash)

1643. Jurgenson, Clifford E. **Procedures for selecting engineers for industry.** In Layton, W. L., *Selection and counseling of students in engineering*, (see 29: 1548), 78-81.—Procedures for selecting engineers are both unique and general, both specific and universal. This is so because the procedures must fit the engineering applicant and the employing company.

The engineers are alike, but they are also different. The companies are alike, but they are also different. This results in a challenge, but also in a solution.—(G. C. Carter)

1644. Koshden, Laurence. (Civilian Personnel Branch, USAF, Washington, D. C.) **Efficiency of tests when used to select the better of two workers.** *J. appl. Psychol.*, 1953, **37**, 345-346.—The probability of selecting the better of two workers on the basis of a difference in their (standardized) test scores is tabled as a function of the test's validity coefficient. The table "... is an effective way to illustrate the meaning of a validity coefficient to personnel people..."—(P. Ash)

1645. Longstaff, Howard P. (U. Minnesota, Minneapolis.) **Practice effects on the Minnesota Vocational Test for Clerical Workers.** *J. appl. Psychol.*, 1954, **38**, 18-20.—A sample comprising 65 male and 32 female college students were given the test on three closely-spaced occasions. For both men and women the inter-trial differences were all significant at better than the .001 level, for both the Numbers and Names scores. The centile ranks of the mean scores (on norms for employed clerical workers) increased from below 50 on the first occasion to 72-91 on the last trial. With equal amounts of practice, a constant sex difference in favor of women is noted, but with three trials men can practically equal the original performance by women. It is suggested that alternate forms might overcome the practice effect.—(P. Ash)

1646. Saups, Joseph L. **Trouble shooting electronic equipment: an empirical approach to the identification of certain requirements of a maintenance occupation.** Urbana, Ill.: Bur. Educational Research, U. of Illinois, 1954. vii, 127 p. (AF Contract No. 33(039)-13236, Project No. 507-007-0001).—Trouble-shooting electronic equipment is considered as a type of diagnostic problem-solving behavior. A specially designed radio receiver was used to test the proficiency of 40 Air Force electronic technician students. Eight hypotheses concerning the contrasting behavior of good and poor mechanics were tested of which all but two were related to the trouble-shooting process. The use of the empirical findings in determining training requirements is discussed. Description of the test radio receiver and directions for use are included. 40 references.—(C. M. Louttit)

1647. Smith, Frank J., & Kerr, Willard A. (Illinois Institute of Technology, Chicago.) **Turnover factors as assessed by the exit interview.** *J. appl. Psychol.*, 1953, **37**, 352-355.—48 exit interviewers reported topical analyses of exit interview content. Complaints about pay were mentioned most frequently as a reason for quitting, followed by complaints about transportation, promotion, etc. It is concluded that the relatively heavy emphasis on pay and working conditions agrees with the findings of job satisfaction surveys, but disagrees with "factor importance" ranking studies. Comparison of topic frequencies reported by regular counselors with exit interview topic frequencies showed substantial agreement. A cluster analysis of the frequency intercorrelations yielded five "climatic patterns."—(P. Ash)

1648. Springer, Doris. (North American Aviation, Inc., Los Angeles, Calif.) **Ratings of candidates for**

**promotion by co-workers and supervisors.** *J. appl. Psychol.*, 1953, **37**, 347-351.—Supervisor and co-worker ratings on a variety of items were made on a group of 100 candidates for leadman jobs in an aircraft company. Ratings of pairs of supervisors intercorrelated highest (.56-.71); ratings of pairs of co-workers correlated somewhat lower (.34-.43); correlations between supervisor and co-worker ratings were lowest (.15-.39). Supervisors tended to rate candidates lower than co-workers did.—(P. Ash)

1649. van Eekelen, W. F. **Enkele uitkomsten van intelligentieonderzoekingen bij ongeschoolde fabrieksarbeiders.** (Some results of an investigation with regards to intelligence of unskilled factory workers.) *Ned. Tijdschr. Psychol.*, 1953, **7**, 490-505.—An investigation of the achievements of some 200 unskilled textile workers, yielded the following results: (1) The average Wechsler-performance IQ for 108 subjects was 102.1; the average Wechsler-verbal IQ for 33 subjects 98.9; the average total score for 33 subjects 102.1. (2) The average IQ according to a Netherlands revision of the A. N. L. T. (1920) for 139 workers was 99.4. (3) The average score for 65 unskilled workers on the Army-Beta test was 77.2.—(Courtesy Ned. Tijdschr. Psychol.)

(See also abstract 1041)

#### LABOR-MANAGEMENT RELATIONS

1650. Buentello, Edmundo. **The transplantation of workers and mental health.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 141-143.—Summary.

1651. Byrt, W. J. **Some aspects of wage incentives.** *Bull. industr. Psychol. Aust.*, 1953, **9**(4), 3-14.

1652. Griffin, J. D. M. **The problem of neurotic attitudes in industrial workers.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 179-183.—A human relations program as developed in certain Canadian factories is described. It is concluded that even where such a program is in operation, the strong competitive drive associated with the free enterprise system results in personality difficulties which at present are only partially compensated for by successful human relations programs.—(N. H. Pronko)

1653. Kipnis, David. **The use of forced-choice procedures in industry.** *Psychol. Newsltr. (NYU)*, 1954, **5**(4), 105-115.—A review of the premises underlying the use of forced-choice rating-scales for rating purposes. The author presents an outline for the construction of a typical rating scale. A contrast between forced-choice and typical rating procedures is presented. The author believes that the forced-choice rating form is the first step in the direction of removing evaluation from the control of an "expert" observer and substituting, as a basis for evaluation, the actual responses of the employee to be assessed.—(D. S. Leeds)

1654. Lindbom, Theodore R. (Midland Cooperative Wholesale, Minneapolis, Minn.) **Evaluating supervisory training at the job performance level.** *J. appl. Psychol.*, 1953, **37**, 428-429.—In contrast to the evalu-

ation of college course training solely by end-term examinations, the possibility and value of follow-up evaluation of extension courses for employed workers is stressed. An example is cited of a mail-questionnaire follow-up on 129 members of a course in human relations for supervisors, in which it was attempted to discover the extent to which the course influenced subsequent behavior on the job. The returns of 41 supervisors who participated in the class are discussed.—(P. Ash)

1655. Line, William. **Occupational mental health—rural and industrial.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 265-268.—The need for inter-personal satisfaction in the work situation is emphasized and its consideration for mental health urged.—(N. H. Pronko)

1656. MacKinney, Arthur C., & Jenkins, James J. (U. Minnesota, Minneapolis.) **Readability of employee's letters in relation to occupational level.** *J. appl. Psychol.*, 1954, 38, 26-30.—The Reading Ease level (Flesch) and occupational level of the writer of 400 employee letters comprising a 10 percent sample of letters received in the General Motors "My Job Contest" were compared. "A hierarchy of mean RE scores was found to exist ranging from a mean of 54 (Fairly Difficult) for the "skilled" salary groups to a mean of 73 (Fairly Easy) for the "unskilled" hourly employees. . . . The results were interpreted as confirming previous readability studies of industrial communications and as providing a guide for the preparation of industrial communications."—(P. Ash)

1657. Minnesota. University. **Industrial Relations Center. Communications in employment relations.** Dubuque, Iowa: Wm. C. Brown Co., 1953. xviii, 48 p. \$1.50. (Res. tech. Rep. 14.)—This publication contains 9 papers delivered at a conference sponsored by the Twin Cities Chapter of the Society for Advancement of Management; the Center for Continuation Study and the Industrial Relations Center, University of Minnesota. The topics included are oral and written "downward" and "upward" communications; organization, administration, and recent developments in communications; principles of effective employment communications; horizontal communications; and evaluation of a company program. Some of the papers present practical operating programs and suggestions, while others present a more theoretical orientation.—(C. G. Browne)

1658. Pacheco e Silva, Antonio Carlos. **Mental hygiene in rural and industrial occupations.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 269-272.—Summary.

1659. Quiróz Cuarón, Alfonso. **Neurosis in workers.** *Proc. 4th int. Congr. ment. Hlth*, 1951, 184-185.—Summary and discussion.

1660. Schaul, Martin Wolfson. **A study of the relationship between employee attitudes and productivity in a group of factory workers.** *Dissertation Abstr.*, 1954, 14, 184-185.—Abstract of Ph.D. thesis, 1953, Columbia U.

1661. Strauss, George; Sayles, Leonard R., & Sayles, Risha. **Leadership roles in labor unions.** *Sociol. soc. Res.*, 1953, 38, 96-102.—The article sug-

gests that union leaders approach their jobs from two different points of view. Some conceive of themselves as administrators whose primary allegiance is to the union as an institution. They are concerned with relations between labor and management. Others feel their main function is that of a social leader, a liaison between the union and the group work. The two types of leaders obtain quite different satisfactions from their union activity. The social leader enjoys dealing with fellow workers, the administrator prefers to handle technical matters with management. The author concludes that the union provides leadership opportunities for more than one type of personality.—(S. M. Amatori)

1662. Tydaska, Mary (Columbia-Southern Chemical Corporation, Lake Charles, La.), & Mengel, Robert. **A scale for measuring work attitude for the MMPI.** *J. appl. Psychol.*, 1953, 37, 474-477.—"From 58 MMPI items originally selected by three or more judges working in the area of personnel selection and testing as representing insight into a potential employee's inner motivation and work attitude, 37 items were found to distinguish at the .01 level of confidence between a group of 60 male white 'poor work attitude' air force personnel and a group of 50 'satisfactory work attitude' industrial employees equated in terms of education, sex, intelligence, age, occupation, and marital status."—(P. Ash)

1663. van Dooren, F. J. P. **Enkele verschillen in sociaal-psychologische verhoudingen bij ongeschoolde en geschoolde arbeiders.** (Some differences in the social psychological attitudes of skilled and unskilled workers.) *Gauein*, 1952-1953, 1, 13-21; 32-36.—The individual personality structure of the skilled and unskilled workers is scrutinized. Next the characteristics of the skilled and unskilled as composing two distinct groups are examined. The qualities which the supervisors of these two groups ought to have are also discussed.—(H. P. M. van den Hout)

1664. van Susante, J. **Over de vrijheid van de mens in het bedrijfsleven.** (On the freedom of man in industrial life.) *Gauein*, 1952-1953, 1, 60-70.—The writer analyses the three chief causes of the changed relations in industry which Baumgarten enumerates in "Die Psychologie der Menschenbehandlung im Betriebe": the change in the structure of society; the technical progress; the psychological meaning of work. The vital question is how can one bring about a participation of the personality of the worker in the carrying out of the things which he is obliged to do. The author concludes with some practical solutions to the problem.—(H. P. M. van den Hout)

1665. White, E., & Edmonds, L. F. **Management-employee committees in Australia.** *Bull. industr. Psychol. Aust.*, 1953, 9(3), 3-11.

#### INDUSTRIAL AND OTHER APPLICATIONS

1666. Association Internationale de Psychotechnique. [Proceedings of] the Eleventh Congress. . . . Paris, 1953. *Bull. Ass. Int. Psychotech.*, 1953, 2(2),



1-94.—Summaries of sectional meetings—psychology of work, clinical psychology, vocational guidance, and educational psychology. Addresses of H. Piéron, Honorary President; of R. Bonnardel, President, who reviewed the history of the association meetings; and part of the closing address of J. Germain on the "Future of 'psychotechnique.'" Portraits of C. B. Frisby, and J. Germain, and a number of group pictures.—(C. M. Louttit)

1667. **Bonnardel, R.** *Le service de psychologie appliquée.* (Applied psychological service.) *BINOP* 1953, 9(Spec. No.), 92-99.

1668. **Miranda, Alcides Pinto.** *La psicotécnica en Chile.* (Psychotechnics in Chile.) *Rev. Psicol. gen. apl., Madrid*, 1952, 7, 359-363.—Developments in psychotechnics since 1941 when the first systematic program was initiated in Chile are summarized.—(G. B. Strother)

## INDUSTRY

1669. **Adler, Helmut E., Kuhns, Margaret P., & Brown, John L.** *Masking of cathode ray tube displays by ambient illumination.* *USAF, WADC Tech. Rep.*, 1953; No. 53-266, iv, 20 p.—Masking thresholds of ambient illumination were determined for a trace on a cathode ray tube. Except below 0.1 ml ambient light may exceed signal strength considerably without masking the signal display. Log ambient illumination for the masking threshold increases as a negatively accelerated function of log trace luminance to a limiting value which depends on the trace characteristics. Relations of area, duration and color of the signal to threshold are discussed, and applications to radar operation are considered.—(R. W. Burnham)

1670. **Benchimol, R. & Sébas, S. R.** *O olho humano nas altas velocidades.* (The human eye at high speeds.) *Rev. mtd. Aeronaut.*, 1952, 4, 113-118.—(See *Ophthal. Lit.*, 1954, 6(7), 1000, abs. 5564.)

1671. **Blum, Milton L.** (City Coll., New York.) *Group dynamics in industry.* *Int. J. Group Psychother.*, 1954, 4, 172-176.—The group dynamics approach creates group atmosphere, and allows a better understanding of problems and needs. Three techniques of harnessing group dynamics are sketched, with illustrations of solutions of some of industry's problems.—(N. M. Locke)

1672. **Briggs, Stewart J.** (Purdue U., Lafayette, Ind.), **McCormick, E. J., & Kephart, N. C.** *The effect of hammer size on efficiency in the task of nailing.* *J. appl. Psychol.*, 1954, 38, 1-6.—The relationship between efficiency of use of six hammer types (four claw and two rip hammers of varying weights) with ten nail types (common and finishing of different weights) as used by home craftsmen was studied. Six Ss each drove a set of three nails for each of the 60 possible hammer-nail combinations. Analysis of variance showed that the variances in time required to drive the nails attributable to the different hammer types, the different nails, and the hammer-nail interaction were all significant. A Tukey process analysis to identify

straggling means made possible identification of optimum hammer-nail combination.—(P. Ash)

1673. **Brinkley, Dorothy.** (Motorola, Inc., Chicago.) *Focus on vision.* *Amer. J. Nurs.*, 1953, 53, 1224-1226.—The importance of vision is recognized by educators and by industrial management. A four-year vision program at Motorola plants showed that 30% of its inspectors did not have adequate vision for their work. The vision improvement program which was launched has increased production and improved employees' morale, health, and performance. The article discusses (1) the screening procedures and results, (2) response of employees, (3) expansion of the program, (4) concrete benefits of the program, and (5) how the program functions today.—(S. M. Amatora)

1674. **Brown, Fred R.** (Naval Air Exp. Sta., Philadelphia, Pa.) *A study of the requirements for letters, numbers, and markings to be used on the trans-illuminated aircraft control panels. Part 4. Legibility of uniform stroke capital letters as determined by size and height to width ratio and as compared to Garamond Bold.* *U. S. Nav. Air Exp. Sta. Rep.*, 1953, Ted No. NAM EL-609, Pt. 4, 20 p.—Legibility tests were made for letters as used on trans-illuminated aircraft control panels. Five levels of red trans-illuminations were used: .30, .80, 1.60, 2.60 and 3.30 foot-lamberts. Tests were made with the same stimuli using two levels of reflected white illumination: 40 and 80 foot-candles. Three letter groups were presented tachistoscopically and errors used as the measure of legibility. With height to width ratio constant at 1.00, legibility improved with increase in height. With height constant at .156 inches, legibility improved with increase in letter width up to the broadest width used, a height to width ratio of 1.00. Garamond Bold letters characterized by variable strokes, serifs, and widths were not found to have legibility advantages over letters of uniform stroke.—(W. F. Grether)

1675. **Brown, J. A. C.** *The social psychology of industry.* Baltimore: Penguin Books Inc., 1954. 310 p. 65¢.—The volume "is concerned basically with the emotional aspects of human inter-relationships in industry, and lays no claim to be a study of industrial psychology as such." The material is divided into ten chapters including (1) historical retrospect, (2) human nature and society, (3) the work of Elton Mayo, (4) the formal organization of industry, (5) the informal organization of industry, (6) attitudes and opinion surveys, (7) work, its nature, conditions, and motivation, (8) leaders and leadership, (9) frustration, and (10) a summary and conclusions. The author believes that 'free enterprise' no longer exists, and that it is "up to us to decide whether the neotechnic phase develops within a framework of fascist barbarism, communist intolerance, or social democratic humanitarianism."—(P. Ash)

1676. **Cohen, Jerome** (Antioch Coll., Yellow Springs, O.), **Vanderplas, James M., & White, William J.** *Effect of viewing angle and parallax upon accuracy of reading quantitative scales.* *J. appl. Psychol.*, 1953, 37, 483-488.—In one experiment, 20 college Ss

read photographed dials under tachistoscopic exposure as viewing angle was varied from 90° to 25°. Reading errors increased as the viewing angle was decreased, but reading time was unaffected. In the second experiment parallax was studied by requiring the Ss to align a movable pointer with a mark under different viewing angles and different pointer-mark displacements. "The error curves in both experiments are approximated by a function proportional to the cosecant of the viewing angle. An interpretation in terms of a least discriminable visual angle is advanced to account for the results."—(P. Ash)

1677. Daniels, Harry Waller, & Edgerton, Harold A. (Richardson, Bellows, Henry, & Co., New York.) *The development of criteria of safe operation for groups.* *J. appl. Psychol.*, 1954, **38**, 47-53.—Rejecting as inadequate accident rate data to describe the safe operation of military motor vehicle units, two evaluation devices were developed: a Safety Factors Rating calling for rating unit performance on 16 aspects of safety, and a Criterion Ranking Form requiring ranking units from "best" to "worst." Ratings and rankings were obtained for 93 units, the 16 high and 16 low units were identified, and the numbers and kinds of damages reported on Vehicle Damage Reports were compared. After adjustment for relative use, the percent damages were significantly different for all vehicle types combined, but for only one of the six vehicle categories considered. "...it is concluded that the subjective rating criterion has real validity."—(P. Ash)

1678. Dizon, Frederick (Georgia Inst. Tech., Atlanta.), & Patterson, John L. *Determination of accelerative forces acting on man in flight and in the human centrifuge.* Pensacola, Fla.: U. S. Naval School of Aviation Medicine, 1953. xvi, 225 p. (Proj. No. NM 001 059.04.01.)—An extensive discussion is presented of the basic mathematics, physics, and elementary aerodynamics necessary for understanding and determining the effects of acceleration in flight and in the centrifuge. Formulas are provided and detailed discussion is presented for determining accelerative forces when analyzed according to classical rigid mechanical theory and according to relativity principles. Relations are given between accelerative forces generated by various types of centrifuges and by various aircraft maneuvers, and degrees of simulation of aircraft maneuvers by centrifuges are discussed.—(J. M. Vanderplas)

1679. Duke-Elder, Stewart; Neely, J. C., & Riddell, W. J. B. *Visual requirements in relation to modern travel.* *Trans. ophthal. Soc. U. K.*, 1953, **73**, 287-351.—(See *Ophthal. Lit.*, 1954, **7**(4), 539, abs. 2957.)

1680. Figuerido, C. A. *Perspectivas de la psicología industrial en los modernos empresas.* (The outlook of industrial psychology in modern enterprises.) *Rev. Psicol. gen. apl. Madrid*, 1952, **7**, 271-286.—Modern industrial psychology is less concerned with movements, fatigue, etc. and more interested in the truly psychological problems of monotony, rhythm, motives and attitudes.—(G. B. Strother)

1681. Gerathewohl, S. J. *Attempt of a numerical valuation of the labour-graph (according to Pauli, Remplein Lüpplé.)* *Zbl. Arb. wiss.*, 1952, **6**, 54-57.—Author reports on a method of expressing single numerical values of a labour-graph in one figure, and gives 3 graphical examples.—(P. L. Krieger)

1682. Gouldner, Alvin W. *Patterns of industrial bureaucracy.* Glencoe, Ill.: The Free Press, 1954. 282 p. \$4.50.—An investigation of a single plant (a gypsum mine and its surface facilities) is reported in the context of Max Weber's theory of bureaucracy. 3 bureaucratic patterns are identified, and the manner of their development described: the mock bureaucracy (the rules are imposed by "outsiders"), the representative, (both union and management initiate the rules), and the punishment-centered, (one side initiates and enforces the rules). The study is divided into four parts. Part 1 describes the plant and the original situation, Part 2 the entrance of a new manager, and his problems of succession, Part 3 the organization of the mine and surface, the miners' beliefs and the motivations on top and bottom, and Part 4 an analysis of the functions of bureaucratic roles and of bureaucratic types. 121-item bibliography.—(P. Ash)

1683. Groenewegen, H. Y. *De menselijke factor in het verkeer.* (The human factor in traffic.) *Ned. Tijdschr. Psychol.*, 1954, **9**, 67-78.—The general psychological causes of traffic unsafeness and the direct psychic origins of traffic accidents are described. Nine psychic conditions are found to be of direct psychic origin for traffic accidents.—(M. Dresden)

1684. Haber, Heinz. *The physical environment of the flyer.* Randolph Field, Tex.: U. S. A. F. School of Aviation Medicine, 1954. vi, 179 p.—The environment of the flyer, basic to many problems of aviation medicine, is in large measure related to the nature of the terrestrial atmosphere. In this volume, the author reviews the physical characteristics of the atmosphere as a basic summary for those interested in the human problems of flying. Two chapters discuss problems of visibility as affected by atmospheric conditions.—(C. M. Louttit)

1685. Hertz, David B. (Ed.) *Research operations in industry: papers delivered at the Third Annual conference on Industrial Research, June 1952; with selected papers from the first and second conferences.* New York: King's Crown Press, Columbia University, 1953. xiv, 453 p. \$8.50.

1686. Johnsgard, Keith W. (State Coll. Washington, Pullman.) *Check-reading as a function of pointer symmetry and uniform alignment.* *J. appl. Psychol.*, 1953, **37**, 407-411.—Check-reading of aircraft instruments is done to assure a normal indication. Four patterns of sixteen-dial panels employing the principles of uniform alignment, pointer symmetry, and subgroup pointer pattern were tested under tachistoscopic viewing conditions with 48 naive male Ss. Each pattern was prepared in 19 stimulus panels. Pointer symmetry and uniform alignment facilitate check-reading, and are superior to subgrouping. Check-reading improves with a relatively short amount of practice, and some transfer

exists between panels with different pointer positions.—(P. Ash)

1687. **Kurrosch, K.** (M.-Planck-Inst. f. Arb. Psychologie, Dortmund, Germany.) **Die Wirkung des Lärms auf den menschlichen Organismus.** (The effect of noise on the human organism.) *Zbl. Arb. wiss.*, 1952, 6, 177-179.—Almost sure criterions only exist for the effects of noise on the organ of hearing itself, but not on the whole organism. Some tests show that noise distinctly influences the blood pressure and the frequency of pulse, and thereby lowers the bodily efficiency. An instrument for the protection of hearing can reduce the influence considerably.—(P. L. Krieger)

1688. **Kotkov, Benjamin.** (Mental Hygiene Clinic, Newcastle, Del.) **The group as a training device for a girls' training school staff.** *Int. J. Group Psychother.*, 1954, 4, 193-198.—The group experience, the psychodynamics of the group, and the results of employing the group as a training device are presented. There was an increase in social participation of members, a lessening of fear of authority, and a loss of feelings of inadequacy.—(N. M. Locke)

1689. **Krendel, E. S.** **A preliminary study of the power-spectrum approach to the analysis of perceptual-motor performance.** *USAF, WADC Tech. Rep.* 1952, No. 6723.—Quantitative information about human frequency response functions in the control of a piloted aircraft provide a rational basis for stability and control criteria. The amplitude part of the transfer function for a linear time invariant system over a particular bandwidth is the square root of the ratio of the power spectrum of the output to the power spectrum of the input. The applicability of this method for determining the transfer function was studied at the Franklin Institute using one subject and a tracking task having some similarity to an aircraft control problem. Although the procedures used to determine the power spectra were of low accuracy, the results indicate that the power spectrum approach shows promise of yielding useful information about human responses in a tracking problem. Several amplitude ratios were determined, but these curves cannot be considered definitive.—(H. E. Page)

1690. **Krumm, Richard L.** (Hum. Resour. Res. Cent., Goodfellow Air Force Base, Tex.) **Critical requirements of pilot instructors.** *USAF Hum. Resour. Res. Cent., Tech. Rep.*, 1952, No. 52-1, v, 18 p.—This technical report covers research directed towards establishing the essential characteristics, or critical requirements, of effective flight instructors. It presents part of a project directed towards development of efficient procedures for assessing flight instructor proficiency, and represents a groundwork on which current research on instructor proficiency measurement, and development of improved procedures for selecting flight instructors, is proceeding. The present report describes the procedures which were carried out in attaining the objective of defining the flight instructor's task.

1691. **Lafitte, P.** **A comment on "Methods of Field Research."** *Aust. J. Psychol.*, 1953, 5, 76-78.—After pointing out that industrial field work is a neglected area in psychology, the author describes a study of industrial tensions "of a general and not directly practical nature" which is being conducted by psychologists at the University of Melbourne.—(P. E. Lichtenstein)

1692. **Leikind M., & Weiner, J. (Comps.)** **Visibility: a bibliography.** Washington: Library of Congress, 1952. vi, 90 p. 65¢.—2008 references on all aspects of visibility to publications from 1925 to 1950 are arranged according to a subject classification with 4 major categories: visual detection factors in the laboratory; physical variables in the field; field visibility computations, measurements and observations; and engineering applications of visibility data.—(C. M. Louttit)

1693. **Lincoln, Robert C.** (Johns Hopkins U., Baltimore, Md.) **Visual tracking: III. The instrumental dimension of motion in relation to tracking accuracy.** *J. appl. Psychol.*, 1953, 37, 489-493.—"This study was designed to provide information concerning the acquisition and transfer of skill in the operation of remote control devices which produce instrumental translations, transformations, and integrations of the operator's controlling motions. These instrumental alterations of response are produced by direct, velocity, and aided tracking systems." After 6 days' training on one system, 12 Ss in each of three groups were transferred to another system, while the remaining 6 Ss continued to track with the control on which they had trained. Direct tracking was superior to aided control, which was superior to velocity control, and the effects of practice were not sufficient to eliminate the systems' differences. Transfer effects are discussed.—(P. Ash)

1694. **Massarik, Fred, & Brown, Paula.** (U. California, Los Angeles.) **Social research faces industry.** *Personnel*, 1954, 30, 454-462.—Basic social science research—the objective of which is general knowledge rather than specific policy recommendations—ordinarily encounters a variety of open and hidden resistances from industry management when the latter is approached to support or participate in research of this kind. These resistances can be overcome by methods which stimulate "social scientist" and "manager" to be aware of one another's problems, methods, and beliefs.—(D. G. Livingston)

1695. **Matheny, Beatrice Johnson.** **Vectoring aircraft by radar: the effect of load and speed differences on controllers' performance in a simulated air traffic situation.** *Dissertation Abstr.*, 1954, 14, 408.—Abstract of Ph.D. thesis, 1953, U. Illinois.

1696. **Milton, J. L., McIntosh, B. B., & Cole, E. L.** **Fixations during day and night GCA approaches using an experimental instrument panel arrangement.** *USAF, WADC Tech. Rep.*, 1952, No. 6709.—This report is the seventh in a series of investigations of eye movements of pilots during instrument flight. The frequency, duration, and sequence of eye fixations made



by 15 pilots when flying day and night GCA approaches with a new panel arrangement are summarized. For purposes of comparison, data previously obtained with the standard Air Force panel arrangement during GCA approaches under day conditions are included. All conditions investigated showed that the air speed, directional gyro, gyro horizon and vertical speed are the most used instruments.—(H. E. Page)

1697. Mintz, Alexander. (City Coll., New York.) **The inference of accident liability from the accident record.** *J. appl. Psychol.*, 1954, 38, 41-46.—Under the assumption of unchanged liability after the occurrence of an accident, the distributions of accident liability in groups can be broken up into probable component distributions of liability for subgroups with different accident records. It is shown that the component distributions have the same form as the total distribution if the latter is of Type III. Accident records have some validity as indicators of accident liability, but relative certainty that particular persons have high accident liability can be achieved only for that small number of cases whose accident records include a large number of accidents. Quantitative examples are given.—(P. Ash)

1698. Pollack, Irwin, & Ficks, Lawrence. **Information of elementary multidimensional auditory displays.** *J. acoust. Soc. Amer.*, 1954, 26, 155-158.—"The information transmission associated with elementary auditory displays consisting of a large number of independent stimulus aspects, e.g., the frequency or the sound level of a tone, was examined. In general, multiple stimulus encoding is a satisfactory procedure for increasing the information transmission associated with elementary auditory displays. Further, extreme subdivision of each stimulus aspect fails to produce substantial improvement in the information transmission."

1699. Riffenburgh, Ralph S. (Washington U. Sch. Med., St. Louis.) **Ocular fatigue in the radar operator.** *U. S. Armed Forces med. J.*, 1953, 4, 71-72.—A study of the causes of the disproportionate number of complaints of tiring and headache among radar operators was undertaken. Refractive error and ocular muscle imbalance were ruled out as causative factors, but posture, rate of the radar sweep, brightness of the surrounding room and length of duty observing the screen were identified as important variables. It is recommended that the radar gear be observed for no more than one-half hour at one sitting, and that red goggles be worn when leaving the radar room so as to lessen the discomfort of sudden contrast.—(G. H. Crampton)

1700. Ryan, Thomas Arthur, & Smith, Patricia Cain. **Principles of industrial psychology.** New York: Ronald Press, 1954. xiv, 534 p. \$5.50.—A book designed as an introductory survey of the entire field of industrial psychology. Gives a basis for evaluating the contributions of psychological research to higher production and industrial harmony. Also designed as an aid to those engaged in management, labor, industrial engineering, and personnel relations. The authors

have also attempted to analyse the facts and present constructive criticism of the field.—(S. B. Groy)

1701. Schmidt, A. **Begutachtung von Industriebetrieben unter besonderer Berücksichtigung des menschlichen Faktors.** (Examination of industrial works under special consideration of the human aspect.) *Zbl. Arb. wiss.*, 1952, 6, 17-23, 37-41.—Author gives carefully considered synoptical tables of catchwords for examination of works (organization, fabrication, working man). In this respect progress in Germany is rather poor.—(P. L. Krieger)

1702. Simonson, E., & Brozek, J. (U. Minneapolis, Minnesota.) **Beleuchtung und Ermüdung des Sehens.** (Lighting and fatigue of the eye-sight.) *Zbl. Arb. wiss.*, 1952, 6, 49-54; 70-73.—The foundations for lighting orders are insufficient in many works. In his "miniature labour situation" the author describes a method of exact measuring, which can be applied in a variety of industrial trades and works.—(P. L. Krieger)

1703. Stiles, W. S. (National Physical Laboratory, Teddington, Eng.) **Visual factors in lighting.** *Illum. Engng.*, N. Y., 1954, 49, 77-90.—A review is presented of several recent experiments in physiological optics involving such phenomena as luminance of white and monochromatic stimuli at the fovea and the periphery, color adaptation, and so on. Their impact on lighting practices is discussed.—(G. Westheimer)

1704. Wojciechowski, Kazimierz. **Technologia pracy umysłowej w Polsce.** (Technology of mental work in Poland.) Warszawa: Światowid, 1947. 154 p.—In the first part the author outlines the development of the technology of mental work in Poland since 1551, when in Kraków appeared first book in which this subject, among others, has been treated, till the present times. Second part is devoted to the analysis of the first important book consecrated exclusively to this subject, namely to "Friendly advices for a young worshipper of sciences and philosophy" by J. K. Szaniawski (1805), in which such questions as the hygiene of mental work, examination of abilities, training of memory, technique of reading and writing, rules of meditation and of fruitful study are discussed in detail. 110-item bibliography.—(M. Chojnowski)

1705. Woodson, Wesley E. (U. S. N. Electronics Laboratory, San Diego, Calif.) **Human engineering guide for equipment designers.** Berkeley, Calif.: University of California Press, 1954. v.p. [270 p.] \$3.50.—"This Guide is intended to aid the designer in making optimum decisions wherever human factors are involved in man-operated equipment" by providing data and discussing typical solutions to design problems. In the Introduction human engineering is defined and its use in design is discussed. The 5 separately paged chapters deal with: design of equipment and work space, vision, audition, body measurement, and other factors (other sense modalities, movement and control, and orientation.) Chapter bibliographies and 16-page bibliography for design applications.—(C. M. Louttit)

(See also abstracts 253, 314)

## BUSINESS &amp; COMMERCE

1706. Austin, Ronald L. **Selection of sales personnel: a review of research.** *Dissertation Abstr.*, 1954, 14, 612-613.—Abstract of Ed.D. thesis, 1954, Indiana U.

1707. Bolson, William A. (Birkenbeck Coll., London, Eng.) **The effect on recall of changing the position of a radio advertisement.** *J. appl. Psychol.*, 1953, 37, 402-406.—It is hypothesized that under normal at home (N) radio listening conditions, beginning (B) advertisements will be recalled better than interruption (I) advertisements. The N situation was compared with recall under a learning set (L) situation, in which the listeners were told that they would be tested on the ad content. Four groups listened to a program, in the patterns NB, NI, LB, and LI, and then took recall tests. Recall scores in the N situation were significantly higher for the B than for the I advertisement, while the reverse was found for the L situation. The total gain of the B placement was expressed as  $(NB - NI) - (LB - LI)$ .—(P. Ash)

1708. Gill, Leslie E. **Advertising and psychology.** New York: Longmans, Green & Co., 1954. vii, 192 p. \$1.80 text ed., \$2.40 trade ed.—General principles of elementary psychology are applied to problems of persuasion, especially those encountered by commercial advertisers. Brief chapters are devoted to attention, apperception and interest, imagination, motivation, habit, feeling and emotion, intelligence, sympathy and suggestion, remembering, association and volition. Most of the discussion on the motivational aspects of advertising is based upon McDougall's list of 14 basic instincts.—(D. W. Twedt)

1709. Hodley, Howard D. (Daniel Starch and Staff, Mamaroneck, N. Y.) **The non-directive approach in advertising appeals.** *J. appl. Psychol.*, 1953, 37, 496-498.—Parallels are drawn between directive therapy and the direct appeal in advertising, on one hand, and non-directive therapy and the inferred appeal in advertising on the other. "The inferred technique usually utilizes association of the product with very acceptable things, persons, or events." The superiority of the inferred technique is said to be evidenced by the increase in sales of beer companies using it. Possible reasons for continued use of direct appeals are cited.—(P. Ash)

1710. Prothro, E. Terry. (Brooklyn Coll., New York.) **Identification of cola beverages overseas.** *J. appl. Psychol.*, 1953, 37, 494-495.—60 students in American University of Beirut were asked to identify Coca-Cola, Pepsi-Cola, and a local cola, in blindfold taste tests. Ten students each took the three beverages in one of the six possible orders. The American brands could not be distinguished from one another by the Ss, but the local beverage was correctly identified in 51 out of 60 identifications.—(P. Ash)

## PROFESSIONS

1711. Cash, William Levi, Jr. **Relation of personality traits to scholastic aptitude and academic**

**achievement of students in a liberal Protestant seminary.** *Dissertation Abstr.*, 1954, 14, 630-631.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1712. Desmond, William H. (34-20 78th St., Jackson Heights 72, New York.) **Compulsive aspects to ancient law.** *Amer. Imago*, 1954, 11, 85-110.—This paper discusses the theories of legal origins advanced by Freud (Totem and tabu; Obsessive acts and religious practices) and by Fustel de Coulanges (The ancient city). Much of ancient law originated in ancestor worship. However, it is felt that Freud did not consider the positive function of religion, that he did not consider the "group behavior of liberated, rational individuals." 41 references.—(W. A. Varvel)

1713. Ingle, Dwight J. (U. Chicago, Ill.) **Psychological barriers in research.** *Amer. Scientist*, 1954, 42, 283-293.—"This paper is a summary of some facts and opinions relative to man as an investigator and as a subject in research, especially in biology and medicine." Limitations of perceptual and conceptual processes which affect research are discussed with attention to sensory range and conceptual span, suggestion and verbal report, attitudes and beliefs, and psychological factors in poorly controlled or uncontrolled research. The author argues for special attention to education in research methods. 17 references.—(C. M. Louttit)

1714. Odum, Doris M. **Psychology, the nurse and the patient.** (2nd ed.) New York: Philosophical Library, 1954. 168 p. \$4.75.—This revised edition covers from the psychological aspect, the syllabus of the preliminary and final examinations for state registered nurses. It deals with a number of human problems that arise in this area. It aims to give practical help and guidance in handling patients as people rather than as animated diseases. Chapters include the psychology of nursing, human behavior, inborn mental factors, character and personality, emotions, relationship of mind and body, social services and rehabilitation, and others.—(S. M. Amatora)

1715. Segal, Stanley Jacob. **The role of personality factors in vocational choice: a study of accountants and creative writers.** *Dissertation Abstr.*, 1954, 14, 714-715.—Abstract of Ph.D. thesis, 1954, U. Michigan.

1716. Shaffer, Robert H. (Indiana U., Bloomington.), & Kuder, G. Frederic. **Kuder interest patterns of medical, law, and business school alumni.** *J. appl. Psychol.*, 1953, 37, 367-369.—Results are reported on Kuder interest patterns for a sampling of 1941 or prior medical, law, and business graduates. The graduates were grouped into six occupational categories: surgeons, general-practice physicians, lawyers, non-lawyer law graduates, accountants, and business school graduates other than accountants. Significantly different interest patterns were found for doctors, lawyers, and businessmen.—(P. Ash)

1717. Stone, C. Harold. (U. Minnesota, Minneapolis.) **An objective personnel study of metropolitan newspapermen.** *Journalism Quart.*, 1953, 30, 448-467.—

A study of personnel on two large midwestern dailies indicated that objective tests would aid in selection and placement of newspapermen and in guidance of college students. Results of the OSU Psychological Test showed a hierarchy of verbal-linguistic ability among writers and that all writers were superior to the average college graduate. Test profiles from the Michigan Vocabulary Test seemed to be valuable for placement and assignment of newsmen. The Minnesota Clerical Test showed insignificant differences among the groups studied. The Strong for men revealed strong similarity of interests among writers. However, results indicated their interests were more nearly those of advertising men than the original criterion group of author-journalists. 23 references.—(J. M. Brown)

1718. *Undeutsch, Udo. Die Entwicklung der gerichtspsychologischen Gutachterfähigkeit.* (The development of the practice of legal psychology.) Göttingen: Hogrefe, Verlag für Psychologie, 1954. 32 p.—The author presents a comprehensive review of the relevant aspects of the development of the practice of legal psychology as it relates to two central tasks involved in that practice: (1) the examination of the testimony and (2) the examination of the defendant to determine the authenticity of his answers, his trustworthiness, and to attempt to ascertain the meaning of the offense as it relates to the psychology of the defendant. 156-item bibliography.—(R. M. Frumkin)

(See also abstracts 1483, 1484, 1643)

## THE LAST WORD

For the past several years we have included entries for unpublished theses as submitted to us by departmental chairmen with assurance that the theses were available on inter-library loan. It was originally intended that only Ph.D. theses would be included. Experience has shown that some departments have never submitted lists, others at irregular intervals; some have included Master's theses while others have not. It is our feeling that the listing has been incomplete and erratic; therefore, of only limited bibliographic value.

With increasing pressure for space for entries on published material, we are faced with the question whether the listing of unpublished theses should be continued. Are the listings useful? Should they be dropped in favor of greater space for published material? Should a list of titles, not included as numbered entries and not indexed, be included from time to time

as space may be available at the end of an issue? It is questions such as these that we will welcome answers to or comments on from readers.—(C. M. L.)

\* \* \*

Erratum: Entry no. 6995 in the September-October 1954 issue was misclassified. J. C. G. Loring's "selected bibliography on the effects of high-intensity noise on man" should have been under Receptive and perceptual processes—audition.

\* \* \*

Vintage Books, a paper back series of titles originally published by Alfred A. Knopf, is distributed by Knopf and is priced at 95¢. First titles released in 1955 include A. A. Brill's "Psychoanalytic psychiatry" and Freud's "Moses and monotheism."



## AUTHOR INDEX

- [illegible]

<sup>b</sup>The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (b) indicates entries limited to bibliographic information.

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